

For the  
International  
Baccalaureate

For all  
Ab Initio  
languages

# *Language Ab Initio Student Workbook*

Every student's step-by-step guide  
to success in all four skills and  
assessment components



Ronny Mintjens

# **Language Ab Initio Student Workbook**

**For the International Baccalaureate**

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**Your step-by-step guide to success  
in the IB Ab Initio course**

**Ronny Mintjens**

For orders, please visit [www.mihunlimited.weebly.com](http://www.mihunlimited.weebly.com)

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### **About the author**

Ronny Mintjens is a linguist and language teacher by profession. He has more than 20 years of experience in teaching English, French, Spanish, German and World Literature in the International Baccalaureate Diploma Programme. He has helped thousands of students attain varying levels of fluency in these languages and gain an appreciation for the many cultures related to each language.

Having taught in five different countries and on four different continents, Ronny puts his own linguistic interests to good use when traveling around the world, always in search of new cultures, new discoveries and new encounters. He has visited over one hundred countries and is constantly on the look-out for extraordinary moments during ordinary days.

He is the author of an autobiographical novel, “More than a Game”, which chronicles the fifteen years that he spent as a top division football player and then as a top division football coach in Swaziland and Tanzania, before also becoming Tanzania’s national youth team coach.

He is also the author of the first ever overseas-published photographic album on the Democratic People’s Republic of Korea (also known as North Korea). In “A Journey through North Korea”, Ronny shares the best photographs from his regular trips to North Korea and highlights the culture, the nature, the people and the lifestyle of this fascinating yet relatively unknown country. In addition, Ronny is a visiting Lecturer at the Pyongyang College of Tourism.

Ronny is currently the Head of Languages at a world-class international school in Hong Kong. He is an IB examiner and workshop leader for Language Ab Initio, for Language B, for Language A Language and Literature and for School-Supported Self-Taught Language A. He is also the Moderator of the IB Online Community for School-Supported Self-Taught Language A and for Other Languages A. Furthermore, Ronny is a member of the International Baccalaureate SSST Language A and Language Ab Initio Curriculum Review teams.

Schools that are interested in in-school workshops or in an online consultancy on Language Ab Initio or on School-Supported Self-Taught Language A may contact Ronny through his website, [www.ronnymintjens.com](http://www.ronnymintjens.com).

## Also by Ronny Mintjens

### More than a Game

(An autobiographical novel about the author's life in football and in foreign cultures – his journey from being a footballing toddler in Belgium, then a top division football player in Swaziland and Tanzania, and finally becoming the national youth team coach of Tanzania and Qatar. Available from Amazon and other online booksellers)

### A Journey through North Korea

(A photographic album highlighting the various aspects of life, society, history, nature, culture and food in the world's most fascinating and least understood country. All the photos were taken during nine trips to North Korea. Available from Amazon and other online booksellers)

### Siri Ya Ndani (*Secrets from the Inside, published in Swabili*)

(An earlier version of “More than a Game”, now out of print)

### A C

(A short story, winner of the ROC-Taiwan 40<sup>th</sup> Anniversary Writing Contest, Swaziland, 2008)

### The Winner Within

(A motivational short story, unpublished)

Details of all these publications can be found on [www.ronnymintjens.com](http://www.ronnymintjens.com)

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# 1. Introduction

This second edition of the student workbook for Language Ab Initio (first exams in 2020) is the product of many years of teaching, producing resources, observing students and upgrading skills whilst at the same time keeping abreast of the developments in the Ab Initio course itself. It is intended to provide the Ab Initio student with the necessary skills, foundations and insights to be successful in their studies and to help them benefit optimally from this language acquisition course. It stimulates a hands-on approach to grammar and vocabulary study, skills development and revision, whilst also fostering a deeper appreciation for the target language cultures. The enjoyment of learning a new language is, at the very least, equal to the satisfaction gained from achieving a great final exam result.

This workbook covers the various aspects of the course, including the oral and aural skills, the comprehension and composition components, as well as the topics and the text types prescribed by the International Baccalaureate. Furthermore, it provides a wide range of support systems and strategies for the various assessment tasks. It is the perfect supplement to the teaching and learning that goes on in the classroom and will bring an individualized perspective to what is a highly organic course.

The layout of the workbook encourages the student to practise the various tasks by learning from examples and by personalizing their responses. It is therefore a practical assessment-oriented guide for every student in the Ab Initio course.

The highly interactive nature of this workbook supports differentiation within as well as outside the classroom. Students can work at their own pace and towards their optimal levels of achievement and enjoyment. Teachers will find plenty of opportunities to set goals for the students and to monitor every student's personal progress and challenges.

Even though this workbook is written in English, it constitutes a great resource for students of Language Ab Initio *in any target language*. In fact, the need to work from English towards the target language provides the student with the exciting challenge of carefully considering their lexical, grammatical and syntactical choices, thus ensuring that these aspects of the target language receive repeated attention and are gradually developed and refined.

## 2. Target Audience

This student workbook is a valuable tool for the IB student in any Language Ab Initio course. By virtue of it being written in English, it can easily be used by students of *all* languages Ab Initio. Working from English to the target language is a great way to :

- 
- *reinforce vocabulary learning*
  - *reinforce grammatical knowledge and understanding*
  - *reinforce syntactical knowledge and understanding*
  - *allow for an individualised and personal exploration of the target language*
  - *allow for differentiation according to level, exposure and ease of learning*
  - *allow for a step-wise and progressive process of learning*
  - *allow for the transfer of skills and understandings between the various assessment components*
  - *further develop proficiency in English*
- 

Rather than providing the students with ready-made answers and samples, this workbook focuses on the construction of meaning and understanding in the target language through a wide range of helpful exercises and tasks that cover the width and breadth of the topics and skills of the Ab Initio course. By working their way through this workbook as and when the students' progress in the course allows, eventually they will be fully prepared for the various assessment tasks and for the authentic use of the target language.

This student workbook can be used as a classroom resource and/or as a revision resource outside class. Teachers and students will find a number of suggestions for creative and interactive activities that can be carried out in a wide variety of ways.

Since the main target audience are the Ab Initio students themselves (after all, this is a “student workbook”), from this point onwards we address the students *in the second person*.

### 3. How to use this student workbook

Language learning is at the same time systematic, organic and progressive. The format of this student workbook reflects the fact that we learn ‘as we go’ and that the fundamental building blocks of the target language are internalized and mastered throughout the two years of study.

The various chapters of this student workbook each focus on one particular aspect of the course, but they also need to be seen as interlinked and interdependent – reflecting the way in which practical language skills function collaboratively and simultaneously.

This student workbook can be used in class as a teaching and learning resource. In addition, it can be used to reinforce any aspect of the course outside of the classroom. You will be able to further develop and practise the skills and the content learned in class and adapt the responses to your personal experiences, circumstances and interests.

This student workbook complements the following course materials and resources :

- *the IB guide for Language Ab Initio*
- *the Language-specific Syllabus for your target language*
- *your course book*
- *your teacher’s resources*
- *past IB examination papers for Ab Initio*
- *online resources*
- *the IB Programme Communities (accessible to your teacher)*

We have taken great care in not repeating information and content that can be easily found in the above-mentioned resources.

In this workbook you will find many opportunities to practise your written skills in the target language. The expectation is that you *handwrite* your responses to comprehension questions and composition tasks. This expectation has a purpose. Until further notice, your final written examinations (Paper 1 and Paper 2) will be hand-written under timed conditions, and this skill needs to be practised and nurtured. Online spell-checkers and translators must be avoided, since these will not be available during your final examinations either. So make sure that you use an exercise book when you work on the various sections of this workbook. Practice makes perfect, so write in the target language as much as you can !

Regular study and revision through the use of this student workbook will allow you to keep up to date with your learning, to apply new knowledge and understanding to a range of new situations and skills, to practise content and skills learned earlier in the course, and to further your understanding of the cultures associated with the target language. Don't wait for your teacher to set you tasks – take the initiative, work independently on those sections that you have covered in your course, and build up your target language knowledge and understanding on a very regular basis.

This student workbook focuses in great detail on all the parts of the Language Ab Initio course.

**Chapter 4** gives a brief overview of the course and its components.

**Chapter 5** introduces the conceptual understandings in language acquisition.

**Chapter 6** provides an assessment overview. This chapter focuses on the requirements and the demands of the four assessment tasks and introduces a clear structure showing how you can progress over time and in the build-up towards the final assessments.

**Chapter 7** introduces you to the **Student Portfolio** – your passport to a top grade in the course !

**Chapter 8** offers a number of sample responses for the Portfolio and the opportunity to add your own personalized responses to a wide variety of questions on all the course topics.

**Chapter 9** focuses on the Writing (Paper 1) assessment task. It provides a clear strategy for planning, drafting and writing compositions using various text types, as well as the specific features of and sample questions for these text types.

**Chapter 10** deals with the Listening Comprehension (Paper 2) assessment task. It tells you how you can best practise and improve your aural understanding of the target language and how to successfully complete the first part of the Comprehension assessment.

**Chapter 11** explores the Reading Comprehension (Paper 2) assessment task. You will learn exactly how to answer every question that you could possibly expect in this assessment component, with examples.

**Chapter 12** covers the oral component of the Ab Initio course. In this chapter, you will be taken step by step through the process of preparing for and delivering a successful individual oral assessment that covers the requirements and the criteria related to this assessment component.

**Chapter 13** provides a number of learning strategies that help students of all abilities, regardless of how far you have progressed in the course at any given moment in time.

**! Important note !**

The Ab Initio course places great emphasis on intercultural understanding. Since this workbook is of a more generic type, allowing students of all languages to work through the skills, the topics and the themes, the onus is on you and your teacher to supplement your course of study with the relevant materials taken from the target culture(s).

## 4. Course overview

The Ab Initio course consists of three areas of study :

<b>LANGUAGE</b>
<b>TEXTS</b>
<b>THEMES</b>

“**Language**” refers to the *how* : the vocabulary and the grammar needed in order to construct meaning and create effective communication

“**Texts**” refers to the *format* : the various forms in which meaningful language can be transmitted from a sender to a receiver

“**Themes**” refers to the *content* : the information that the sender intends to transmit to the receiver in order to establish meaningful communication

Throughout this workbook, these three aspects are addressed concurrently. As students of the Ab Initio course, you will practise and improve your receptive skills and your productive skills on an ongoing basis, and you should not prioritize one over the other. In the Ab Initio course, all four skills are taught, learned and assessed.

As we go through the various assessment components of the Language Ab Initio course, the words “Themes” and “Topics” will come up regularly. The course content has been divided into five prescribed themes and into twenty topics. For your easy reference, the table that follows below lists the themes and topics that you will cover during your course and in this workbook.

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily Routines	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Ph
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical Well	Festivals and	Technology	Social Issues	Global Issues

As an illustration of how **language**, **text** and **theme** combine to create meaningful communication, consider this brief email message :

To : tomsmith@yahoo.com
-------------------------

*Dear Tom,*

*I was so excited to hear that you will come and visit me next month ! I will prepare a great program of activities for us, and I am also organizing a visit to my school so that you can meet my friends and learn more about our educational system.*

*I will come and meet you at the airport at 3 pm on Saturday April 15<sup>th</sup>. I will be wearing jeans, a white t-shirt and a red baseball cap, and I will be holding a sign with your name on it.*

*See you then !*

*Peter*

Which choices have been made in what could effectively be a Writing (Paper 1) exercise ?

**Language** : the use of vocabulary related to a visit, friends, school, travel , clothing; the use of an idiomatic expression (“*I was so excited to ... !*”), and the use of grammar (past tense, future tense, use of adjectives, compound sentences, use of infinitives, dates)

**Texts** : an informal email to a pen pal, with the appropriate conventions (greeting, short paragraphs, salutation)

**Themes** : information about holidays, travel, education, appearance

## 5. Conceptual understanding

### 5.1. What are concepts in language acquisition ?

Concepts are big ideas. They are ideas that permeate throughout cultures and are not bound to a place, a time or a subject matter. In order to function as a person in a given context, you will – mostly implicitly – consider and demonstrate a range of understandings that are appropriate to that given context.

Whilst studying the Ab Initio course you will soon find out that there is a clear emphasis on intercultural understanding and international-mindedness. You will constantly make references to the target language culture(s) and compare and contrast these with your own. Besides learning the vocabulary and the grammar rules of the target language, you will also develop a clear understanding of why and how speakers of the target language culture(s) use language to communicate effectively.

When you think about the ways in which different languages reflect and shape their associated culture(s), you will notice that there are all sorts of similarities and differences that need to be taken into consideration when you speak or write in the target language.

As a student of an Ab Initio language, you are indeed a ‘beginner’ in that particular language. However, you are not a beginning student of language. You will have been exposed to all the language-related conceptual understandings in at least one other language (your mother tongue or home language) – and most likely in more than one !

As a good communicator in the Ab Initio course, you will learn how to show your understanding of the role of the audience, the context and the purpose of your message. You will also realise the importance of meaning and variation in languages.

### 5.2. The five conceptual understandings in language acquisition

Every time that you want to say or write something to someone else, you need to consider the following concepts :

<b>Audience</b>	Who am I talking/writing to ?	Number of recipients, level of formality, formulae
<b>Context</b>	In what context am I talking/writing to this person ?	Situation, setting, relationship with recipient
<b>Purpose</b>	Why am I talking/writing to this person ? What is my intention ?	Intention behind message, structure, word choice
<b>Meaning</b>	How do I present my message ?	Different types of language used, one-way or two-way communication
<b>Variation</b>	How does my language represent place, time, cultural context ?	Language changes, regional and social differences in language use

These five conceptual understandings (**ACPMV**) in language acquisition lead to a number of practical questions that you will consider throughout your study :

- which text type is best suited for the audience, purpose and context of the message ?
- which features of a spoken or written text relate directly to some or all of the conceptual understandings ?
- which similarities and differences are there with my mother tongue/home language ? This question is particularly relevant for target languages where there are clear conventions and expectations in register (levels of formality).

### 5.3. Conceptual understanding in practice

In order to familiarize yourself as much as possible with the conceptual understandings, make sure to use authentic texts whenever possible. Pay attention to the features of the various text types and then apply these features to your own writing.

At all times, make the right language-specific choices in :

- word choice (eg. personal pronouns, salutations)
- tenses (eg. imperative versus advice)
- tone (eg. persuasion, suggestion, request, offer ...)
- culture-specific vocabulary (eg. école vs collège lycée *or* escuela vs colegio)
- etc.

### 5.4. How is your conceptual understanding assessed ?

There are a number of ways in which your conceptual understanding is assessed in the Ab Initio course. Some are explicit, others are implicit.

<p><b>Paper 1</b></p>	<p>You will demonstrate your conceptual understanding by producing a range of written tasks using a variety of text types and by carefully selecting appropriate language, register and format.</p> <p><b>Criterion C</b> addresses your conceptual understanding.</p> <p>Refer to Chapter 9 for details on conceptual understanding in Writing.</p>
<p><b>Paper 2 - Listening</b></p>	<p>You will produce responses that demonstrate an understanding of a variety of audio texts that contain linguistic variation and regional accents.</p> <p>Your conceptual understanding is <b>implicitly</b> assessed through your responses to these texts.</p> <p>Refer to Chapter 10 for details on conceptual understanding in Listening Comprehension.</p>
<p><b>Paper 2 - Reading</b></p>	<p>You will produce responses that demonstrate an understanding of a variety of written texts containing linguistic variation.</p> <p>Your conceptual understanding is <b>implicitly</b> assessed through your responses to these texts.</p> <p>Refer to Chapter 11 for details on conceptual understanding in Reading Comprehension.</p>
<p><b>Individual Oral</b></p>	<p>Students interact with the teacher using a range of language structures and registers appropriate to the context and audience.</p> <p><b>Criteria A and B1</b> implicitly address your conceptual understanding.</p> <p>Refer to Chapter 12 for details on conceptual understanding in the Individual Oral.</p>

## 6. Assessment overview

There are three distinct assessments in the Ab Initio course :

<b>Component</b>	<b>Weight</b>
<b>External Assessment</b>	
Paper 1 (Assessment 1) : Writing (1 hour) – 30 marks	25%
Paper 2 (Assessment 2) : Listening Comprehension (45 minutes) – 25 marks (50% of Paper 2) Reading Comprehension (1 hour) – 40 marks (50% of Paper 2)	50%
<b>Internal Assessment</b>	
Individual Oral – 30 marks	25%
<b>Total</b>	<b>100%</b>

### 6.1. External Assessment

#### Productive Skills - Writing (Paper 1)

The Productive Skills - Writing assessment requires you to complete two short pieces of writing (between 70 and 150 words each) in a variety of text types and using a variety of grammatical features. One task requires you to produce a personal text while the other task requires you to write a professional or mass media text. Three options, based on different themes from the syllabus, are given for each task (task A and task B).

This assessment lasts for 60 minutes and accounts for 25% of the final grade.

**Chapter 9** of this workbook provides a comprehensive planning, preparation and practice section on the Productive Skills - Writing component.

## Receptive Skills - Comprehension (Paper 2)

The Receptive Skills - Comprehension assessment consists of two parts : Listening Comprehension and Reading Comprehension. You are required to complete comprehension exercises on three audio passages and three written texts, drawn from all five themes. In this assessment you show your ability to understand and process information in the target language.

The Listening Comprehension assessment lasts for 45 minutes and the Reading Comprehension assessment lasts for 60 minutes. The Receptive Skills - Comprehension assessment accounts for 50% of the final grade.

**Chapters 10 and 11** of this workbook provide a comprehensive preparation and practice section on the Listening and Reading Comprehension components.

### **6.2. Internal Assessment**

The Individual Oral takes place towards the end of the course.

This assessment lasts for 7-10 minutes and accounts for 25% of the final grade.

The Individual Oral covers three distinct parts :

1. a presentation on a visual stimulus (in relation to the relevant theme and target culture)
2. a follow-up discussion on the theme of the visual stimulus
3. a general discussion on at least one additional theme of the Ab Initio course

**Chapter 12** of this workbook provides a comprehensive study and practice section on the Individual Oral.

## 7. The Portfolio

### 7.1. Rationale for a Portfolio

The Language Ab Initio course is an organic course. You will learn vocabulary, grammar, syntax, skills and cultural facts throughout the various units that your teacher presents. While the course is open-ended, there are a wide range of themes and topics that *must* be covered and that are the same in all languages. Chapter 4 presents the overview of the Themes and Topics of the Ab Initio course.

Since the acquisition of a new language is an ongoing process, we suggest that you develop a personal **portfolio** of your learning. The development of a Portfolio is *not* an IB requirement but will help you a great deal as you expand your knowledge and understanding of the spoken and the written language, and as you undertake progressively more complex listening, reading, speaking and writing tasks.

The following pages present the foundations of your Portfolio. The course has been divided up into its various themes and topics, and for each topic a number of questions have been suggested. The questions range from basic to complex, and you are encouraged to answer each one of these questions whilst using the vocabulary and grammar from the Language-specific Syllabus (for the language you are studying).

This process of answering many questions allows you to familiarize yourself with the topic-specific vocabulary, to revise and practise the grammatical concepts learned, and to provide personalized answers in writing and speaking. The creative nature of the Portfolio also allows for differentiation, where you can challenge yourself to provide detailed answers, to explore grammatical variations (eg tenses), and to set minimum requirements for yourself (eg “use at least three adjectives”).

The table below shows you the various applications of your Portfolio :

<b>Applications of the Portfolio</b>	Paper 1	Paper 2 Listening	Paper 2 Reading	Individual Oral
Coverage of all the course topics	√	√	√	√
Vocabulary practice	√	√	√	√
Grammar practice	√			√
Writing practice	√	√	√	
Speaking practice		√		√
Combining Portfolio paragraphs will lead to almost complete responses	√		√	√
Cultural understanding	√	√	√	√

By the time you reach the end of the course, you will have a complete set of questions and answers that will, in various forms, be tested in your Paper 1 writing, in your Paper 2 Listening and Reading Comprehension exercises, and in your Individual Oral examination.

### 7.2. Possible formats of your Portfolio

You can be as creative and artistic as you like whilst developing the format of your Portfolio. This will eventually be a summary and a record of your language-learning experience and is something you should celebrate and be proud of!

We strongly recommend that you use an exercise book to prepare your answers in writing. Writing your Portfolio entries by hand will stimulate your memory and will also give you much-needed hand-writing practice, an indispensable skill in the final IB assessments.

Alternative options include :

- working on a word-processed Portfolio;
- developing a blog;
- creating Powerpoint or Keynote presentations;
- producing short video clips;
- etc.

Your teacher may also ask you to produce a combination of the above (and other) options.

The addition of visuals to some of the responses will provide a great creative touch and will, in many cases, also aid recognition and recollection of these responses. Furthermore, you may occasionally present parts of your Portfolio to your classmates, either as practice or as an assessment.

### 7.3. Your personal topic-based Portfolio

The following pages present a comprehensive list of questions per theme and per topic.

Your task is to :

- translate these questions into the target language. This can be done individually, in small groups, or with the help of your teacher. We strongly advise against using online translators, whose accuracy can not be guaranteed. Many of these questions will also appear in the target language course book that you use in your lessons;
- add your own additional questions at the end of each section. We do not claim to have produced an exhaustive list of questions;
- keep up to date with your course. As soon as you have covered a certain topic, or parts thereof, you should work on the corresponding questions. This will prevent your independent work from building up beyond manageable levels. Always remember that a new language is learned on a daily basis, not on the eve of the examination ...

**Important note :** *If you are studying **English, French, Mandarin or Spanish** ab initio, then you may also be interested in the official Student Portfolios in these languages. In these Portfolios you will find a set of 333 questions and answer options that cover all the themes and topics of the course. The Student Portfolio will allow you to design personalized answers and to quickly expand your vocabulary and your grammatical knowledge of the target language. For more details on the Student Portfolios, refer to [www.mihunlimited.weebly.com](http://www.mihunlimited.weebly.com)*



**Example :**

<p><b>How are you ?</b>          Target language equivalent : .....</p>
---

<p><b>How are you ?</b>    (<i>French</i>)    Target language equivalent : <i>Comment vas-tu ?</i></p>
<p><b>How are you ?</b>    (<i>Mandarin</i>)    Target language equivalent : 你好 吗?</p>
<p><b>How are you ?</b>    (<i>Spanish</i>)    Target language equivalent : ¿ <i>Cómo estás ?</i> or ¿ <i>Qué tal ?</i></p>

As a reminder, here are the ab initio course themes and topics :

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
P	Daily Routines	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical Geography
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical Well	Festivals and	Technology	Social Issues	Global Issues

## A. IDENTITIES

### A.1. Personal attributes

How are you ?
What is your name ?
How do you spell your name ? Can you spell your name please ?
What is your telephone number ?
What is your email address ?
What is your nationality ?
Where do you live ?
For how long have you been living in <country/city> ?
How old are you ?
When is your birthday ?
When were you born ?
Where were you born ?
Which languages do you speak ?
Can you describe your house/flat ?
How many rooms are there in your house/flat ?
Can you describe your room ?
What is there in your kitchen ?
What do you do in the kitchen ?
Where do you do your homework ?
Where do you talk with your family ?
Where is your house/flat ?
Which is your favorite season ?

Which is your favorite color ?
If you had a lot of money, what would you do ?
If you were not yourself, who would you like to be and why ?
Can you describe yourself ?
What do you like to wear in your spare time ?
What do you like to wear in school ?
What do you wear during the weekend ?
What do you like to wear when you go out with friends ?
Who do you most look like in your family ?
How would you describe yourself as a person ?
What are your personal qualities and your personal weaknesses ?
What makes you happy ?
What makes you sad ?
If you could be a book character, who would you like to be and why ?
If you could be a movie character, who would you like to be and why ?
Which famous person would you like to meet and why ?
Can you compare yourself with your friends ? With your brother(s) and sister(s) ?

## A.2. Personal relationships

Can you describe your family ?
How many people are there in your family ?
How old are your brother and sister ?
When is your father's/mother's/brother's/sister's birthday ?
Is your brother/sister married ?
Can you describe your best friend ?
Can you describe a famous person ?
Can you describe one of your teachers ?
How is your relationship with your parents ?
Do you get along well with your brother/sister ?
Do you help your parents with the chores at home ?
Do you have any pets at home ?
Which one is your favorite animal ?
Can you describe your pet ?
Do you have a pen pal ?
Where does your pen pal live ?
How often do you write to your pen pal ?

### A.3. Eating and drinking

What do you normally eat for breakfast ?
What do you normally eat for lunch ?
What do you normally eat for dinner ?
Which snacks do you like ?
Can you describe a typical meal in your home ?
Which fruits do you like the most ?
Which food items do you not like ?
What do you like to drink ?
How often do you cook and what do you like to cook ?
What did you eat this morning ?
What are you going to eat this afternoon/evening ?
What do you like to eat when you go out with your friends ?
What do you like to eat when you go out with your family ?
Can you describe a typical meal in your home country ?
When do people in your home country normally take their meals ?
Do you have any festivals or celebrations where you eat special meals ?
Which groceries did you buy yesterday/the last time you went shopping ?
Where do you shop for food and drinks ?
How often do you go to the restaurant ?
Have you ever been on a diet ?
Are there food items that you do not eat (are you vegetarian) ?

#### A.4. Physical well-being

How are you feeling today/this morning/this afternoon ?
What do you do when you are not feeling well ?
What do you like to eat in order to stay in shape ?
What do you do in order to stay in shape ?
Which food items do you avoid ?
Why do some people become vegetarian ?
Have you ever been injured while playing sports ?
What was wrong the last time you were ill or didn't feel well ?
What did you do in order to get better ?
Have you ever had an accident ? What happened ?
How often do you go to the doctor ?
Have you ever taken a First Aid course ? When ?
How do you feel about smoking ?
What is your opinion on drugs ?

## B. EXPERIENCES

### B.1. Daily routine

At what time do you ... <ul style="list-style-type: none"><li>- wake up ?</li><li>- get up ?</li><li>- get dressed ?</li><li>- brush your teeth ?</li><li>- have breakfast ?</li><li>- go to school ?</li><li>- have lunch ?</li><li>- go back home ?</li><li>- clean your room ?</li><li>- play sports ?</li><li>- do your homework ?</li><li>- have dinner ?</li><li>- take a shower ?</li><li>- speak with your family ?</li><li>- chat online with your friends ?</li><li>- go to bed ?</li></ul>
Which chores do you do at home ? <ul style="list-style-type: none"><li>- prepare the meals</li><li>- set the table</li><li>- clean my room</li><li>- make the beds</li><li>- wash the car</li><li>- do the gardening</li><li>- take the trash out</li><li>- feed the dog/the hamsters</li><li>- walk the dog</li><li>- wash the dishes</li><li>- do the laundry</li><li>- do the ironing</li><li>- do the vacuum-cleaning</li><li>- sweep the floor</li><li>- wash the windows</li></ul>
How many times per week do you prepare dinner ?
How often do you <chore > ?
How often do you go out during the weekend ?
What did you do this morning ?

## B.2. Leisure

What do you like to do in your spare time ?
Which are your favorite leisure time activities ?
Can you describe a typical day in your life ?
What did you do yesterday ?
What did you do last night ?
What did you do last weekend ?
How often do you go out with your friends, and where do you go ?
What do you like to wear in your free time and during the weekend ?
What do you like to wear when you go out with friends ?
Which sports do you like to play ?
Which sports do you like to watch ?
Who is your favorite sports star/athlete and why ?
Which one is your favorite sport ?
Which equipment is needed to play your favorite sport ?
What do you wear when you play this sport ?
For how long have you been playing this sport ?
How often and where do you train ?
Which sports do your relatives/friends enjoy or play ?
Which sports do you like to play in summer ?
Which sports do you like to play in winter ?
Do you prefer team sports or individual sports ? Why ?
Which is your favorite sports team and why ?
Which team did you support in the last World Cup (football, cricket ...) and why ?

Do you watch the Olympics/World Cup/... on TV ?
Do you prefer watching sports on TV or in the stadium ?
Which is the most popular sport in your home country ?
What are you going to do this afternoon ?
What are you going to do this weekend ?

### B.3. Holidays and tourism

What do you like to do when you are on holiday ?
Do you prefer to travel or to stay at home when you are on holiday ? Why ?
How do most people in your home country spend their holidays ?
Are there any foods that you typically eat during the holidays ?
Do you prefer to travel by plane, by train, by car or by boat ? Why ?
Which holiday activities are there in your country and in each season ?
Can you describe the holidays that you have liked the most ?
Where would you like to spend your next holidays and why ?
If you could visit <country>, what would you like to do there ?
Do you prefer to go on holidays with your family or with your friends ? Why ?
Where do you like to spend your holidays ? Why ?
What did you do during the Christmas/Easter/summer holidays ?
Which countries have you visited in the past two years ?
Which countries would you like to visit and why ?
Can you describe a trip you have taken to <target language country> ?
Can you describe a trip you have taken to a foreign country ?
Do you prefer to stay in hotels, campings or guesthouses ?
Can you describe your ideal holiday ?
What do you do to prepare for a trip ?
Can you describe your summer travel plans (Christmas, Easter, mid-term) ?

#### B.4. Festivals and celebrations

Can you describe a typical festival in your home country ?
How do you celebrate New Year/<festival in your home country> ?
What do you do on Christmas day/New Year's day/ ... day ?
Can you describe a special cultural celebration in your home country ?
How do you celebrate <festival, major celebration> in your home country ?
What do you eat when you celebrate <festival, cultural celebration> ?
What do the English/American/<nationality> people normally eat on <special day> ?
Which activities do you do when you celebrate <festival, cultural celebration> ?
What do you do on your birthday ?
What is the best birthday present you have ever received ?
What would you like to receive as a birthday present ?
When is your country's national day ?
What happens on that day ?

## C. HUMAN INGENUITY

### C.1. Transport

Which means of transport do you prefer and why ?
What is your favorite means of transport when you go on holiday ?
To travel to another country, which means of transport do you prefer ?
For short distance trips in the countryside, which means of transport do you prefer ?
To travel within your town/city, which means of transport do you prefer ?
How often do you take the bus ?
How long does it take you to get to school in the morning ?
Which are the most common means of transport in your home country ?
What is the speed limit in your home country ?
Which emergency services exist in your home country ?
Which environmental concerns exist in your home country, related to transport ?
Is public transport in your home country cheap or expensive ?
How will your life change once you have your driver's permit ?

## C.2. Entertainment

When did you last go to watch a movie ?
Which type(s) of movies do you like the most ?
Can you describe your favorite movie ?
Which entertainment facilities are there in your home town ?
Who is your favorite author and why ?
Can you tell me a bit more about your favorite book ?
Do you like to visit museums or art galleries and why (not) ?
Do you like to go to amusement parks and why (not) ?
Can you describe an outing to an amusement park ?
Do you play a musical instrument ? Which one(s) ?
Which type(s) of music do you like ?

### C.3. Media

Do you prefer to listen to the radio or to watch TV ? Why ?
Do you prefer going to the cinema or watching TV ? Why ?
Do you read any magazines or newspapers ?
Which articles are you most interested in ?
Are there any movie, TV or music personalities that you admire ?
Which celebrity do you admire the most and why ?
How much time do you spend each day on social media ?
Which social media do you like to use and for what purpose ?
Which TV or radio programs do you watch/listen to on a regular basis ?
Which TV programs do you like the most and why ?
How many hours per day do you watch TV ?

#### C.4. Technology

Do you like to spend time online ?
When you are online, what do you like to do ?
Do you have many online friends ?
Do you like photography and/or filming ?
How important is technology in your daily life ?

## D. SOCIAL ORGANIZATION

### D.1. Neighbourhood

Where do you live ?
Can you describe your town/city ?
Which languages are spoken in your country ?
Which ones are your neighbouring countries ?
What can one do in your home country ?
Can you describe a famous person from your home country ?
Which are the major tourist attractions of your home country ?
What does your home town/city offer ?
How many people live in your village/town/city/country ?
What is the capital city of <name of country> ?
What is there to see in your village/town/city ?
Where is your city ? (geographical location within the country)
What is your village/town/city/country famous for ?
Which shops can we find in your town/city ?
Where do you shop for groceries ?
Which countries do you know in Latin America ? In West-Africa or Southern Africa ?
In which countries do people speak <target language> ?
Why do you like your home town ?
Which recreational facilities exist in your home town ?
Which public services and facilities exist in your home town ?
Who does the shopping in your home ?

Do you help with the shopping at home ?
When you last went shopping for groceries, what did you buy ?
Where do the people in your home town shop ?
Which one is your favorite shop and why ?
Which items do you buy online ?
What did you buy in the sales last week/month/year ?
Do you prefer to buy brand clothing or regular clothing ? Why ?

## D.2. Education

Where do you go to school ?
Can you describe your school ?
Is your school for boys and girls ?
Which facilities are there in your school ?
Which rules do you have in your school ?
What is there in your school bag ?
Can you describe your school uniform ?
Can you describe a typical school day ?
How many classes do you have in one day ?
How long is each lesson ?
At what time do you leave home to go to school ?
At what time do the lessons start ?
At what time do the lessons end ?
At what time do you have breaktime and for how long ?
What do you like to do during break ?
At what time do you arrive back home ?
At what time do you do your homework ?
Where do you do your homework ?
Which subjects do you study (at the higher level/standard level) ?
How many students are there in your Mathematics class ?
How many students are there in your school ?
Where do the students come from ?
Where do you like to sit in class ?

How do you come to school ?
Can you describe your journey from home to school ?
What is your favorite subject ?
For how long have you been studying this subject ?
Why do you like this subject so much ?
Which subject(s) do you not like and why ?
For how long have you been studying English/French/Spanish/Mandarin/Bahasa etc. ?
What do you do in class during your <target language> lesson ?
Why did you choose to study <target language> ?
What are the qualities of a good teacher ?
Which teacher(s) do you like the most and why ?
What do you do in your service activity ?
How much time do you spend each week on your service activity ?
Which creative activities do you participate in ?
Which sports do you play in school ?
Are you a member of any clubs in school ?
How do you prepare for tests or examinations ?
What do you do when you find a subject difficult ?
When do you have school holidays ?
Can you describe your last school trip ?
What would you like to study after high school ?
Where would you like to study ?
How will you celebrate when you graduate from high school ?
How will you feel about leaving our school to go to university ?

### D.3. The workplace

Which profession would you like to have ?
Where would you like to go and study to prepare for this career ?
What does your father/mother do ?
What does your brother/sister do ?
Have you had any holiday/summer jobs ?
How many hours did you work and how much did you earn ?
Do you have a part-time job ?
How much pocket money do you receive ?
What do you do with your pocket money ?
Can you talk about unemployment in your country ?
What are the work conditions like in your country ?
What would you like to do in life ?

#### D.4. Social issues

What are some of the social issues in your home town/neighbourhood/country ?
What do the authorities do in order to overcome these issues ?
What do you do in order to address some of the social issues ?
How does gender inequality manifest itself in your country ?
What is the status of immigrants and refugees in your country ?
In your country, which facilities are there for handicapped people ?
How do you feel about the treatment and the rights of animals ?
What do you think we can do to combat poverty in <target language country> ?
Can you describe how cyberbullying works ?
If you could introduce some new social rules, which ones would they be ?

## E. SHARING THE PLANET

### E.1. Climate

What is the weather like today ?
What is the weather normally like in your country ? (specify according to the season)
What do you like to wear in summer ?
What do you like to wear in winter ?
What do you wear when it rains ?
What do you wear when it is hot/sunny outside ?
What was the weather like yesterday ?
During your last holiday, what was the weather like ?
What do you like to do when the weather is bad ?

## E.2. Physical geography

Can you describe your home country/<country name> ?
What are the differences between the northern and southern parts of your country ?
How does the physical environment in your country affect the lifestyles and activities of the people ?
How does the physical environment in your country affect the economy ?

### E.3. Environment

What do you like to do when you go to the beach ?
What do you like to do when you go to the mountains ?
What do you do to help protect the environment ?
Which environmental problems are there in your town/city ?
Which environmental problems are there in your country ?
What does your school do to help protect the environment ?
Which type of holidays do you prefer ?
Which natural disasters have occurred in your home country ?
Are there any endangered animals in your country or region ?
What does your government do to solve these environmental problems ?
In your opinion, which are the main environmental issues that we need to address ?
How is global warming affecting your home country/host country ?

#### E.4. Global issues

Which aid organisations are active in your home country/host country and what do they do ?
Which global issues concern you the most and why ?
How can your school address these issues ?
What are some of the main challenges for the youth of today ?
Why do you think travel is important ?
Why do you think travel is interesting/useful ?

## F. Extra questions

What day is it today ?
How many days are there in a week ? How many months are there in a year ?
What time is it ?
Can you describe an event (positive or negative) that happened recently ?
Can you talk about an incident that happened recently ?
Can you describe an accident you witnessed and what you did to help ?
Have you enjoyed practising your <target language> in this Portfolio ?

Congratulations ! You have made it to the end of the list !

In the next chapter, we will show you what some sample responses look like and how you can construct your own personalized answer sentences and paragraphs. Then it is your turn to answer each and every question as fully as possible. This is also your chance to extend and practise your vocabulary, your grammar and your sentence construction skills, and to try writing out some more complex answers ...



## 8. Portfolio samples

### 8.1. Developing your Portfolio

As you progress through your course and as you become able to answer more and more questions in your Portfolio (Chapter 7), it is important to keep up to date with your course. By the end of the two years, your Portfolio will be quite sizeable and hopefully contain questions and answers in different formats.

In this chapter we present you with some suggestions on how you can develop your answers and ensure that they contain sufficient personalised information.

We have selected one question from each topic and produced a range of answer options. The tables in which you find the different options show you that structurally, you can modify any standard answer into one that is *specific to your own situation*.

For instance, when you are being asked what your home looks like («*Can you describe your home ?*»), you must differentiate between :

- whether your home is a house, an apartment, a chalet or a mansion
- whether your home is big or small
- whether your home is modern or not
- whether your home is near the city centre, in the suburbs or in the countryside
- whether there is one floor or more than one floor
- whether there is a garden or not
- whether there is a view of the mountains or of the town

You must also describe

- how many rooms there are in your home
- which rooms there are in your home
- etc.

When it comes to describing your home, including a photo in your write-up, in your Powerpoint presentation or in your blog entry would of course be great. Be as creative and artistic as you can when working on your Portfolio – it is there for you to enjoy !

## 8.2. Your turn

In the next pages, your task is to :

- study the question provided (find its equivalent in the target language in Chapter 7, which you will have completed by now) ;
- revise the related vocabulary in your course book, in your notes and in supplementary resources ;
- consider the various options for answers provided in the respective tables ;
- write up your personalised answer in the target language for each question ;
- share your answer with a class mate, your teacher etc.

Your Portfolio (Chapter 7) contains many more questions than the ones provided in this chapter. For those questions that we have not addressed here, your task is to think about the various answer options before you write up your answer paragraph. Where possible, space has been provided to write your personalised answers to as many of the Portfolio questions as you can.

Remember, in order to stand out from the crowd and fully explore your linguistic ability, you must produce answer paragraphs that have a range of vocabulary, grammar and cultural content. Don't be satisfied with one-word answers – they will not earn you good grades and they will limit the communication that you must establish with your audience.

By completing this chapter and expanding it to all the questions in Chapter 7, you will effectively have a complete set of notes on all the topics of the Language Ab Initio syllabus. These answers will be of great value in your Paper 1 and Paper 2 examinations as well as in your Individual Oral.

## 8.3. A note on Powerpoint/Keynote presentations

If you choose to make a Powerpoint or Keynote presentation with some, most or all of the Portfolio questions and answers, you will end up with a fantastic visual document that can be shared with class mates and friends and that will remain with you long after you graduate !

In order to ensure that you learn the vocabulary and that you will be able to reproduce your answers in an assessment situation, don't write full sentences on your Powerpoint/Keynote slides. It is too easy to simply read them off. Limit yourself to a photo of the situation you are describing and some of the key words. You will then learn to describe the situation actively and creatively.

An example is given here :



The image and the key vocabulary will allow you to form fluent sentences to describe your room without having to write out (and read out !) a complete paragraph.

#### 8.4 A note on producing a video Portfolio

You will also be skilled enough to make short movie clips that address the various questions. For instance, when describing your home, why not take a video recording device, walk around the various rooms in your home and describe them in the target language as you go from one room to the next.

This option may result in you not only showing your home, but also showing what you and your family members are doing on a typical day. You can easily combine some of the questions in one video clip :

- describing where your home is
- describing which rooms there are in your home
- describing what your father or mother is doing in the garden
- describing what your father or mother is doing in the kitchen

- describing what your brother or sister is doing in the living room
- describing what there is in your bedroom
- describing what your brother or sister look like, what they are wearing
- describing what your father or mother like to do in their spare time
- describing what you are going to eat for lunch or dinner
- describing the weather outside
- telling your audience the day of the week, the time, the season
- etc.

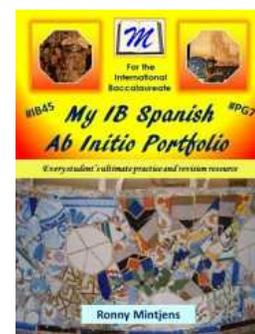
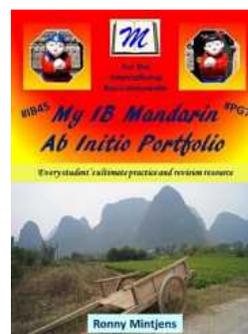
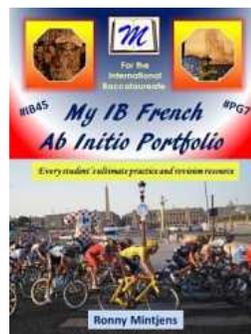
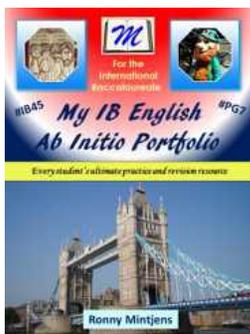
The options are endless ...

The Portfolio exercises in the next few pages have been printed in English but you must answer them in your target language.

You can now also work directly in the target language as we have four complete Portfolio resources in **English, French, Mandarin and Spanish**.

These are available from [www.mihunlimited.weebly.com](http://www.mihunlimited.weebly.com)

You may also consult sample pages of each Portfolio on the same website.



A. I \_\_\_\_\_

**A.1. Personal attributes**

**Where do you live ?**

I live	in a small village on the outskirts of London in Jakarta, in Indonesia in Mexico, in North America in Paris, France in Shanghai, a big city in China here in Washington, near the White House not very far from here, at about ten kilometres from school very far from here, in India in the countryside just outside Vancouver
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Your paragraph (in the target language) :

**Sample answer :** *I live not very far from here, in a small village on the outskirts of Quito.* .....

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Sample answer combining some of the questions :

*« I live in London, the capital of the United Kingdom. I have been living here for seven years. My house is situated in the suburbs north of the city, at about thirty minutes from the city centre. The neighborhood is relatively modern and I usually take the bus to the city. My house has four bedrooms, a kitchen, a dining room, two bathrooms and a lounge. There is also a garage and a games room. In the garden there are plenty of flowers and trees and behind the house we have a small swimming pool. From the balcony of my room I can see the river Thames. I love my house and my room ! »*

Other question from the Portfolio : .....

Your answer paragraph :

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**A.2. Personal relationships**

**How many people are there in your family ?**

There are	three four five	people in my family :	my father, my mother my brother, my sister my elder brother my two younger sisters my twin sister and my stepbrother ... and I
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Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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### A.3. Eating and drinking

**What do you normally eat for breakfast ?**

For breakfast	I	like to usually sometimes normally often always	eat	cereal a ham and cheese sandwich a bowl of yoghurt a banana pancake fried or scrambled eggs toast with jam or marmelade some fruit carrot sticks <add a typical breakfast meal from the target culture(s)>
			drink	cold milk a cup of coffee green tea black tea with sugar a glass of water two glasses of orange juice <add a typical breakfast drink from the target culture(s)>

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**A.4. Physical well-being**

**What do you do in order to stay in shape ?**

In order to stay in shape	<p>I exercise every day  work out in the gym every morning  lift weights and jog for thirty minutes every evening  go for a swim three times per week  play a lot of sports  go for long walks in the afternoon  eat healthy food  eat a lot of fruit and vegetables  sleep eight hours per night  participate in afternoon activities at school  do yoga every morning  come to school on foot  ride my bike to school</p>
	<p>I eat healthily, I go to bed on time, I don't spend too much time on my computer, and I eat an apple every day !</p>
Every Saturday morning	<p>I go for a long walk in the countryside/park  I go hiking with my friends  my brother and I ride our bikes for two hours</p>

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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## B. Experiences

### B.1. Daily routine

At what time do you ... ?

On weekdays On schooldays On Sundays During the weekend During the holidays	I	(usually) (normally) (always) like to	wake up get up get dressed ...*	at 6 o'clock at 7.30 in the morning just before breakfast as late as possible around noon after lunch at 2 pm in the afternoon in the early evening straight after dinner time late in the evening just before I go to bed
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*\*Refer to Chapter 7 (p. 28) for a more complete list of daily routines*

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**B.2. Leisure**

**Which are your favorite leisure time activities ?**

My favorite leisure time activities are		listening to hip hop music and singing swimming and reading skydiving and cooking studying and writing texting my friends and chatting on the phone		
In my free time  When I have a few free moments  After school	I enjoy	listening to music playing sports watching TV chatting online with my friends reading a good novel going hiking with my family sleeping doing nothing at all	because	it helps me relax it distracts me from the pressures of school it helps me forget my problems I like to be active I love good literature I am too tired to do anything else I don't get much time for myself

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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### B.3. Holidays and tourism

What do you like to do when you are on holiday ?

When I am on holiday	I like to I often	read a good book watch a lot of movies travel with my friends visit museums with my parents go for long bike rides in the countryside do some summer jobs discover new cultures
	I enjoy I spend a lot of time	sleeping until midday eating out every day taking photos of my pets visiting new countries

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**B.4. Festivals and celebrations**

**What is the best birthday present you have ever received ?**

The best birthday present that I have ever received	was	a puppy a poster of One Direction an annual pass to Disneyland a new mobile phone a bicycle an X-box
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Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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C. Human in \_\_\_\_\_

**C.1. Transport**

**Is public transport in your home country cheap or expensive ?**

In my home country In <name country>	public transport	is quite cheap is cheaper than owning your own car is getting more and more expensive is too expensive for most people is affordable for most people
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Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**C.2. Entertainment**

**Which type(s) of music do you like ?**

My favorite type of music is	pop rock punk hip-hop rap reggae classical music	because	it has a good beat it usually has a strong message I find it inspiring and relaxing I love the sound of the piano/violin
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Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**C.3. Media**

**Do you prefer going to the cinema or watching TV ? Why ?**

I prefer going to the cinema	because	I love watching the most recent movies it is a lot of fun going out with my friends my girlfriend doesn't like watching TV
I prefer to watch TV		there are many different programs to choose from I can watch it quietly and when I want the nearest cinema is twenty kilometres from my home most movies in the cinema are either about love or about violence a cinema ticket is very expensive and I don't have much pocket money

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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## C.4. Technology

### How important is technology in your daily life ?

In daily life	I use I spend a lot of time with	different types of technology. They are all very important to me.
I use	my mobile phone to talk with my friends and family and to send messages to them my computer to do online research for my homework and my courses Instagram in order to share my travel photos with the world Facebook in order to keep in touch with my friends overseas	
I can not imagine a world without technology – I need it every day !		

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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D. Social organization

**D.1. Neighbourhood**

**How many people live in your village/town/city/country ?**

In	my village my town my city my country <name town> <name country>	there are	three hundred fourteen thousand two hundred and fifty-eight thousand half a million one and a half million four million	inhabitants people
The population of my village/town/city/ country		is		

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**D.2. Education**

**Which subjects do you study (at higher level/standard level) ?**

At	higher level standard level	I study	English Mathematics Biology French Geography Sports Science Chinese Physics Economics Spanish
I also study the Theory of Knowledge course			

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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### D.3. The workplace

Have you had any holiday/summer jobs ? What did you do ?

Last summer	I	worked in the local supermarket for one month
For the past two months		helped out at the farm of my uncle
During the December holidays		sold newspapers in the local pubs
During the summer holidays		did an internship in a law firm
		worked in a clothing store
		helped out with the paperwork in the local hospital
		worked as a monitor at a children's camp
		guided overseas visitors around my home town
		designed basic software for my dad's company

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**D.4. Social issues**

**What do you think we can do to combat poverty in <target language country> ?**

I believe that	the government the authorities everyone we	can could should must	provide more job opportunities improve the quality of education make education more affordable spread the wealth more evenly pay more attention to people with low income have stricter policies on immigration improve our infrastructure pay more attention to people in rural areas increase agricultural activity
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Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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E. Sharing the planet

**E.1. Climate**

What is the weather normally like in your country ? (specify according to the season)

In summer In autumn In winter In spring	it is	usually	quite warm very sunny misty in the mornings wet throughout the day cold and dark cool and wet
	it		rains a lot snows most of the time freezes during the night

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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## E.2. Physical geography

What are the differences between the northern and the southern parts of your country ?

In the	northern southern	part of my country	there is	more development less agriculture more industry less tourism	than in the	south north
			there are	more mountains more plains more historical towns fewer cities fewer beaches fewer industries		

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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### E.3. Environment

Which environmental problems are there in your town/city ?

In my home town	we have a problem with traffic there is too much traffic there are no cycling paths the air pollution is very bad people litter a lot there is a lot of light pollution we consume too much energy on street lighting very few people use public transport there is no recycling plant for plastic we can not recycle paper
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Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**E.4. Global issues**

**Why do you think travel is important ?**

It is important to travel	because	it helps us we learn to	broaden our horizons better understand the world around us respect other cultures appreciate our own culture realise how lucky we are understand that we live in a beautiful world discover different ways of life see differences and similarities between cultures and people
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Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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**Some extra questions**

**Can you describe an event (positive or negative) that happened recently ?**

Last week in my English class one of my classmates suddenly started to feel unwell. In the middle of the lesson he told me that he felt dizzy and that he thought he was going to faint. I immediately informed the teacher and helped my friend to lie down on the floor. I asked my other friend to go and call the school nurse.

After a few minutes my classmate felt a little bit better and we took him to the school clinic. He stayed in the clinic for the rest of the afternoon, until his parents came to get him. They took him to the hospital where the doctors found that he was exhausted from studying for his Science examination.

Fortunately the next day he felt much better and he was back in school.

Your paragraph (in the target language) :

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Other question from the Portfolio : .....

Your answer paragraph :

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## 9. Productive skills (Paper 1)

**25%**

### 9.1. Key information

The Writing component (Paper 1) accounts for 25% of the final grade and is assessed according to a set of published assessment criteria.

In this assessment you are given a choice of six tasks (three in Section A and three in Section B) and you will need to complete two of these (one task from Section A and one task from Section B). Each task addresses a specific audience, context and purpose and is based on one of the course themes. In both tasks you are expected to write between 70 and 150 words\*, using an appropriate text type from the options given in the instructions. The assessment criteria for Paper 1 cover Language, Message and Conceptual Understanding. The weighting of both tasks is the same. You have 60 minutes to complete this assessment (preceded by five minutes reading time).

In the Paper 1 examination, you need to show how accurate your productive mastery of the target language has become. You must also prove your familiarity with a number of different text types in the target language. The instructions for each task are very clear and indicate the content of the tasks that you will complete.

At the top of the examination paper you will find the Paper 1 instruction. It is repeated here and you need to translate it in your target language :

*Section A/B : Complete **one** task. Use an appropriate text type from the options below the task you choose. Write **70 to 150** words\*.*



*Re-write this instruction in your target language :*

.....  
.....



\* JAPANESE : WRITE 140 TO 300 CHARACTERS  
\* MANDARIN : WRITE 84 TO 180 CHARACTERS

It is of course essential that you comply with these instructions so as to not lose marks unnecessarily.

### 9.2. About this chapter

In this chapter you find an outline of how best to prepare for the Writing component. As stated before, you must develop a thorough understanding of the text types as well as the vocabulary, the grammar and the conceptual understandings of context, purpose and audience.

This workbook provides detailed outlines of each text type, including useful words and phrases that may come in handy when you write your practice and final tasks. You can familiarize yourself with the features of the various text types by practising according to the sample instructions provided.

### 9.3. Using Past Papers

From May 2020 onwards the Writing component (Paper 1) takes on a new format and has a new set of assessment criteria. Make sure you study these carefully.

It is very likely that during your study you will receive, find, use, practise and complete *past* examination papers. Be advised that any IB Composition papers from **before the year 2020** follow the ‘old’ format and have a slightly different set of instructions.

In this chapter we focus only on the single instruction that appears in any examination **from May 2020 onwards**. However, in order to support you in your writing practice and to give you the chance to practise with examination papers from before 2020, we refer you to the sample writing exercises in Appendix 14.2 (p. 173).

You will quickly note that you can produce your own writing scenarios, based on any text types you choose to practise. A great way to practise your writing skills is to turn a personal experience into a text (article, blog entry, review, postcard, Facebook post, tweet, interview etc.) and to share it with a class mate !

### 9.4. Strategies for successfully completing the Composition component

Your successful completion of the Writing component (Paper 1) depends on disciplined and thorough preparation. During the two years of the course you will gradually learn how to plan, draft and write increasingly more complex texts using everyday language and addressing situations that can occur at any time. By observing the advice in this chapter you will know exactly what to do on the day of the assessment or examination.

#### 9.4.1. During the course :

- Familiarize yourself with the instructions and how to interpret them (see section 9.5).
- Practise your creative writing using the various text types that you should expect in this component. These text types all have their own specific conventions and characteristics, which you need to practise throughout your course.
- Start with simple written paragraphs, for instance describing what one of your friends looks like or is wearing, and gradually write more complex and longer paragraphs using the range of vocabulary and grammar that is eventually required in the final examination.
- As you develop your personal Portfolio (see Chapter 7), your writing will become more detailed and more varied, and soon you will be able to combine a number of personalized answers into a complete Paper 1 composition (70 to 150 words\*).

#### 9.4.2. Before the examination starts :

- Read the six scenarios/questions during the five minutes reading time and ensure that you understand exactly what you are being asked to do in each question.
- Plan your time. You have 60 minutes for this examination. You may be more familiar with some text types or question types than with others, so choose and plan accordingly.

#### 9.4.3. During the examination :

- Make a detailed plan for the two tasks that you decide to complete. See section 9.5. for planning and drafting strategies.
- When planning, find ways to ‘show off’ your grammatical and lexical knowledge. The higher bands of the assessment criteria reward successful attempts at using a wide range of vocabulary and slightly complex grammatical structures.
- Having said that, know your limitations. The examination is not a good place to try out new structures, to invent new vocabulary or to take unnecessary risks. Stick to what you know well, what you have practised, and what you will be able to write accurately.
- If you are having trouble reaching the minimum word count or if you want to challenge yourself to get close to the maximum 150 words, you can consider adding some comparison with your home culture(s) or providing your opinion on something you have mentioned in your text.

- In your answer paper, indicate the number of the tasks that you have completed (for Section A and for Section B) as well as the text types that you have chosen to write for each of these two tasks.

### 9.5. Reading the instructions, planning and drafting.

There is a lot of information in the instructions that you will receive. In order to gain full marks, you will need to answer them all. In addition, you must pay special attention to the conceptual understandings in language acquisition (context, purpose, audience – see Chapter 5). Here is how to ensure you do that ...

#### 9.5.1. Sample instruction

*In a weekly text you recommend a TV show to your class mates. This week you tell them about one of your favorite shows. Write the text. You must mention when you watch the show (day and time), on which channel you watch this show, what the show is about and one reason why you recommend the show.*

Blog	Diary	Invitation
------	-------	------------

At first glance, which key components can you pick out from this instruction ?

- *I have to write a blog entry, a diary entry or an invitation.*
- .....
- .....
- .....
- .....

As you analyse the instruction, you should answer the following :

Question	Answer
What is the minimum word count ?	
What is the maximum word count ?	
What is the topic of this task ?	
What is the context of my text ?	
What is the purpose of my text ?	
Who is the target audience of my text ?	
Which text type do I have to produce ?	<i>Out of the three text types presented in the instructions, which one is the most appropriate for this particular task ?</i>
Which point of view do I use ?	
Which register do I use ?	
What is the tone of my text ?	
Which key details must I include ?	
How must I structure my text ?	
Which tense(s) must I use ?	
Which key vocabulary can I use ?	
How can I extend my writing ?	

You will notice that one of the above questions has been highlighted. Assessment criterion C checks in how far you have shown your conceptual understanding by choosing the most appropriate text type for the task. When you choose the text type, ask yourself why you think this is indeed the best choice.

Out of the three text types offered for each task, you should assume that one option is the ‘ideal’ text type to address the requirements of the option. A second text type can be seen as ‘suitable’ but there will be more pressure on the way you handle this particular text type. The third option is unlikely to be able to address the requirements of the option and would therefore be the least appropriate or the least desirable.

In the sample instruction given above, how would you rank the three options ?

1. Most appropriate text type	.....
2. Suitable text type	.....
3. Inappropriate text type	.....

Check your choices against our suggestions on page 83.

**In all your Paper 1 practices and examinations, use the above table to ensure that you address all the requirements of the task.**

Now let's look at the finer details of your planning (applied to the sample instruction above) :

Question	Answer
What is the minimum word count ?	<i>70 words*</i>
What is the maximum word count ?	<i>150 words*</i>
What is the topic of this task ?	<i>recommending a TV show</i>
What is the context of my text ?	<i>I know my class mates and the way in which I can address them</i>
What is the purpose of my text ?	<i>to recommend a TV show to my class mates</i>
Who is the target audience of my text ?	<i>my class mates</i>
Which text type do I have to produce ?	<i>a blog entry</i>
Which point of view do I use ?	<i>my own</i>
Which register do I use ?	<i>Informal</i>
What is the tone of my text ?	<i>positive, as I try to encourage my class mates to watch the show</i>
Which key details must I include ?	<ul style="list-style-type: none"> <li>- <i>when I watch the show (day and time)</i></li> <li>- <i>on which channel I watch the show</i></li> <li>- <i>what the show is about</i></li> <li>- <i>one reason why I recommend the show</i></li> </ul>
How must I structure my text ?	<i>there are at least four items of information I need to include, so I must not write more than two or three sentences in any part of my blog entry</i>
Which tense(s) must I use ?	<i>I watch the show on a weekly basis and I recommend it today. I use the present tense</i>

Which key vocabulary can I use ?	<i>TV, spare time activities, expressions that encourage my audience to follow my recommendation</i>
How can I extend my writing ?	<i>I will look for ways in which I can highlight my knowledge of grammar and idioms</i>

### 9.5.2. Detailed plan

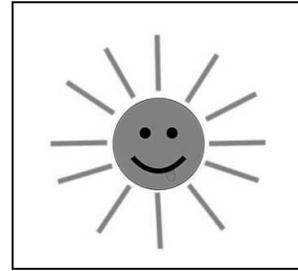
This leads us to the following detailed plan :

Question	Answer
What is the minimum word count ?	<b>70 words*</b> <i>Not all the words must be part of a sentence !</i>
What is the maximum word count ?	<b>150 words*</b>
What is the topic of this task ?	<b>Recommending a TV show</b> <i>I must use a TV show that is produced in the target language and that is set in one of the target language cultures</i>
What is the context of my text ?	<b>I know my class mates and the way in which I can address them</b> <i>I write to a group of people with whom I have a friendly and informal relationship, and on a topic of common interest</i>
What is the purpose of my text ?	<b>to recommend a TV show to my class mates</b> <i>I share my enthusiasm and try to persuade my class mates to also watch this show</i>
Who is the target audience of my text ?	<b>my class mates</b> <i>They are my friends, so the register can be informal</i>
Which text type am I asked to produce ?	<b>a blog entry</b> <i>This is my personal blog, so it will have a personal voice</i>
Which point of view do I use ?	<b>my own</b> <i>I use first person perspective to share my enthusiasm, and fifth person (plural you) to address my audience</i>
Which register do I use ?	<b>informal</b> <i>I can use colloquial language as well as informal greetings and expressions, reflecting my target audience</i>
What is the tone of my text ?	<b>positive</b> <i>I try to encourage my class mates to watch the show and I share at least one reason why I recommend it</i>
Which key details must I include ?	<ul style="list-style-type: none"> <li>- <b>when I watch the show (day and time)</b> <i>on Friday evening at 7.30 pm</i></li> <li>- <b>on which channel I watch the show</b> <i>choose a target language channel that you have learned about in your course</i></li> <li>- <b>what the show is about</b> <i>keep this simple, no need for complicated plot details</i></li> <li>- <b>one reason why I recommend the show</b></li> </ul>

	<i>one reason is asked for, so just give one good reason why your class mates should also watch this show. Is it funny? educational ? interesting ?</i>
How must I structure my text ?	<p><b>There are at least four items of information I need to include, so I must not write more than two or three sentences on any part of my blog entry.</b></p> <p><i>Paragraph 1 : greetings to my class mates</i></p> <p><i>Paragraph 2 : I watch this show on this day and at this time, on this channel</i></p> <p><i>Paragraph 3 : this is what the show is about</i></p> <p><i>Paragraph 4 : this is why I think you should also watch it</i></p>
Which tense(s) must I use ?	<p><b>I watch the show on a weekly basis and I recommend it today.</b></p> <p><i>The present tense is to be used.</i></p> <p><i>The imperative may be useful.</i></p>
Which key vocabulary can I use ?	<p><b>TV, spare time activities, expressions that encourage my audience to follow my recommendation</b></p> <p><i>Greetings to all my class mates !</i></p> <p><i>Every Friday ...</i></p> <p><i>I love/enjoy watching ...</i></p> <p><i>exciting, funny, interesting, informative, intriguing, ...</i></p> <p><i>Have you ever watched ... ?</i></p> <p><i>I recommend that you also watch ...</i></p> <p><i>Why don't you watch the next episode on ... ?</i></p> <p><i>You will love it !</i></p> <p><i>Friday, 7.30 pm. Be there !</i></p> <p>...</p> <p><b>Look for key vocabulary in the instructions :</b></p> <p><i>"channel, class mates, recommend, favorite, reason ..."</i></p>
How can I extend my writing ?	<p><i>Can I use feminine and plural nouns that allow me to use feminine and plural adjectives ?</i></p> <p><i>Check the extension options in the text type overview</i></p>

### 9.5.3. For the visual learner ...

Do you prefer a more visual brainstorm ... ?

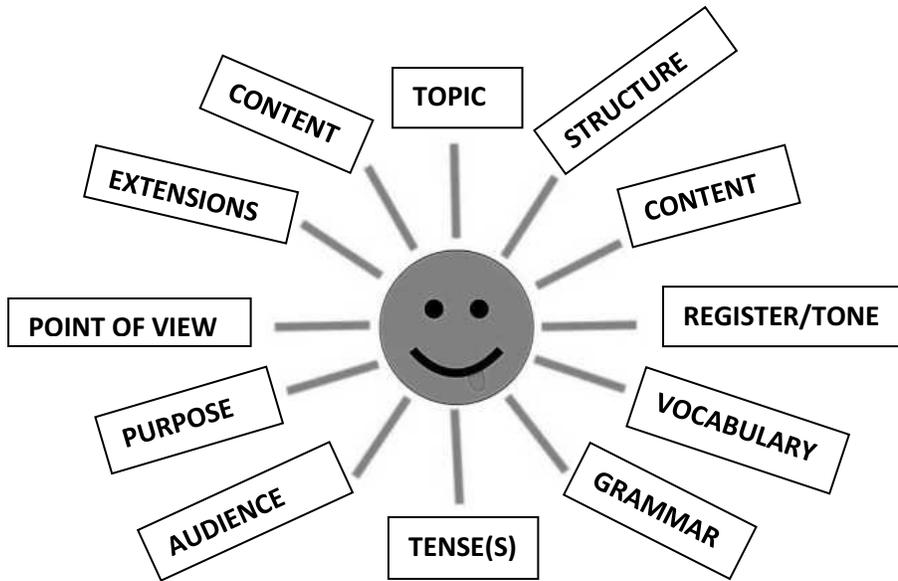


## **Meet *Sunny* !**

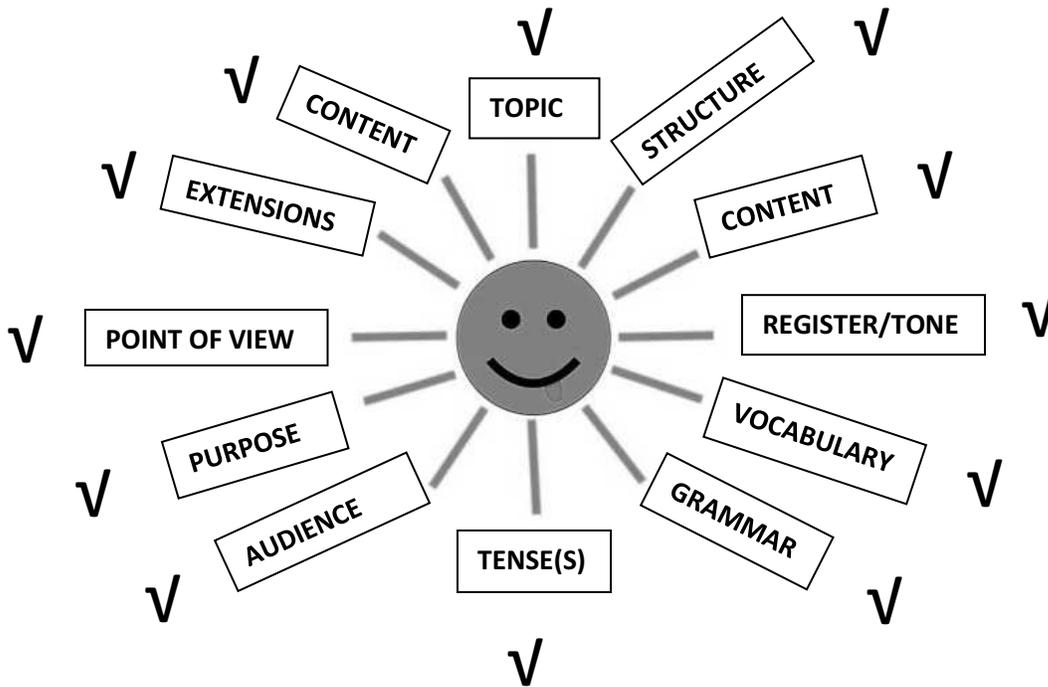
Sunny will help you look for the key information of the Paper 1 composition :

- audience
- context
- extensions
- format
- grammar
- point of view
- purpose
- register/tone
- structure
- tense(s)
- topic
- vocabulary

When you plan a Writing (Paper 1) exercise, draw your own “Sunny” and retrieve the necessary information from the instructions. Choose the most appropriate text type and start drafting your sentences ...



Put a check ✓ over each box once you have addressed it !



#### 9.5.4. Selecting the most appropriate text type for the task

Here is our ranking of the three text type options in order of appropriateness for the given task on page 78.

1. Most appropriate text type	..... blog .....
2. Suitable text type	..... invitation .....
3. Least appropriate text type	..... diary .....

#### 9.6. Structuring your writing

In order to give some structure to your writing, the use of **connectors** and **comparative devices** is recommended. These will give a better flow to your writing and they will also allow you to draw some comparisons between the target culture(s) and your own culture(s). These connectors and comparative devices are also very useful in your Individual Oral exam (see Chapter 12).

Below is a list of connectors and devices that you can use in your writing. Of course, you will have to find the equivalents of these words and phrases in your target language !

<b>SIMILARITY</b>			
alike	also	as	as well as
at the same time	both	by the same token	furthermore
in the same way	like	likewise	similarly

<b>CONTRAST</b>			
although	but	contrary to	conversely
despite	even so	even though	however
in contrast	in spite of	instead	nevertheless
nonetheless	on the other hand	rather	regardless
though	unlike	whereas	while

Consider these useful phrases if you want to add your opinion to your writing :

OPINION, REFLECTION			
I believe that	I find it interesting that	I find it surprising that	I learned that
in my opinion	it appears that	I think that	it seems to me that
it surprises me that	I was surprised to learn that	it is clear that	we can see how

### 9.7. The text types

Now that you have learned how to ‘read’ and organize the instructions for a Writing exercise, it is time to have a look at how to answer the questions. In the following pages you will find many of the text types that you may be asked to produce in Paper 1.

There are no prescribed text types for Paper 1. Instead, there is a published list of text types that are used to teach and to learn the target language. Through the study of these text types you will gradually learn how to consider audience, context and purpose of what you say or write. The text types are divided into **personal** texts, **professional** texts and **mass media** texts. You can find the suggested list of text types in the Language Ab Initio guide.

For easy reference in this workbook, the most common text types in Paper 1 have been arranged in alphabetical order within two main categories : **personal** texts and **professional/mass media** texts.

In the Paper 1 exam you should expect to write **one personal text** (Section A) and **one professional or mass media text** (Section B).

For each text type presented here, you will find a table with the features of that particular text type. Go through these in great detail so that you become better aware of the format, the conventions, the level of formality, the register etc. You will find some useful phrases that may fit the task that you are completing, and some suggestions as to how to extend your creative writing.

**Note :** *The features of particular text types often vary from language to language. The features presented in this workbook are generic. Make sure that you check with your teacher what the specific conventions are of each text type in the target language that you are studying.*

Following each text type table you will find a sample instruction for the given text type. Your task is to practise planning and then writing your response in the target language according to the instructions

provided, and whilst respecting the features of the text type as outlined in the table (with language-specific conventions considered).

### 9.8. Your turn

In the following pages, your task is to :

- familiarize yourself with the format and the conventions of each of the text types;
- ask your teacher if there are any target language-specific conventions that are not included in the table;
- read the corresponding instructions for Paper 1;
- plan your response to the given instruction;
- draft your response to the given instruction;
- grade your response against the assessment criteria;
- practise practise practise;
- use your Portfolio as a practice tool for the Writing component.

#### 9.8.1. Personal texts

<b>Blog</b>	<b>Diary</b>	<b>Email</b>	<b>Invitation</b>
<b>Journal</b>	<b>List</b>	<b>Message/Note</b>	<b>Personal Letter</b>
<b>Postcard</b>	<b>Social Media posting/chat room</b>		

<b>Blog</b>	
Opening	Date and time of posting "Posted by <blogger's name> Title of your blog entry
Body	Address the topic of the question in an informal manner : describe your day, your holiday experience, the movie you watched, the book you read etc. Some reflection on the subject of your blog entry Treat the blog as an online diary where you share personal but not private information In the case of an event, provide full details : purpose, venue, date, time, cost, what to bring, target audience
Ending	Recommendation to others to do what you did (read, travel, watch ...) Sign off with a catchy phrase Encourage reader to click on link for next page, or other website
Perspective/Point of view	First person (you write about yourself) Second person plural (you are addressing a group of people) Third person (you may be writing about an event, an experience, a fact)
Audience	Group of people (friends, school mates) : informal, assume the audience knows you
Tense /Mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : informative, personal, like a diary entry, but not private. <b>Register</b> : slightly informal language <b>Format</b> : title in bold font Blog format with key words is provided in the paper Chronological order if recounting an event Insert an icon to represent your current mood Include a line saying what you were listening to when you wrote the blog entry ("Currently listening to ...")
Useful vocabulary	Related to the subject of the blog entry Connecting devices (related to time and sequence) : "first, then, the next day, in the end, ..."
Useful grammar points	Adjectives and their agreements Descriptive language Imperatives and questions Past tense if describing an experience Future tense if announcing an upcoming meeting, event
Useful expressions and structures (to memorise)	"See you next week!" "Best wishes, thank you for reading" "Feel free to comment in the box below"
Extension (pushing for the 7)	Informal expressions such as "Isn't that great ? How cool is that ? Can you believe it? etc. Compound tenses "How things have changed from just a year ago ..." Ask your audience for their agreement or disagreement

### Sample instruction

Next month your country will celebrate a national holiday. You want all students in your school to understand why this is an important event and what happens on that day. Write a text to describe and explain the celebration.

Blog	Diary	Email
------	-------	-------

<b>Diary</b>	
Opening	<p>“Dear diary” (some diaries have a name ...)</p> <p>Insert date</p> <p>Explain the situation and your state of mind (“I have been feeling bad all day”, “I feel like throwing a big party !”, “What a day it’s been !”)</p>
Body	<p>Describe in one or two sentences what happened that got you so excited !</p> <p>State the background to how you are feeling, then express your emotions, and a possible resolution/outcome.</p> <p>The content depends on the task, but you must talk about your feelings and emotions</p> <p>Be expressive, not descriptive.</p> <p>Use questions, smiley faces, unfinished sentences (but make sure communication remains clear !)</p> <p>Short sentences, you are talking to yourself.</p>
Ending	<p>“Love, See you, ...”</p> <p>Sign off with your name</p>
Perspective/Point of view	First person (you write about yourself); second person (you can address your diary as a listener); third person (you may be writing about someone else, or about an event)
Audience	Yourself : highly informal
Tense/Mode	Present tense, past tense, future tense
Tone/Register/Format	<p><b>Tone</b> : intimate, speak to your diary, your best friend</p> <p><b>Register</b> : very informal</p> <p><b>Format</b> : two or three paragraphs only</p> <p>Questions, unfinished sentences, exclamations</p>
Useful vocabulary	<p>Related to the subject of the diary entry</p> <p>“Dear ...”</p> <p>Feelings, emotions, interjections</p> <p>Verbs that express reflection : “I wonder, I suppose, I think, I reckon, I imagine, I hope, I doubt ...”</p>
Useful grammar points	<p>Adjectives to describe feelings and emotions</p> <p>Past tense to explain what happened</p> <p>Present tense to ask rhetorical questions</p> <p>Future tense, indicating what will be done next</p>
Useful expressions and structures (to memorise)	<p>Expressions of feelings</p> <p>“I feel depressed / angry / sad / happy / excited / relieved / blessed / ...”</p> <p>Questions and exclamations : “Isn’t that great ? How cool is that ? Can you believe it ?”</p> <p>Superlatives : “This is the worst / best day of my life !”</p>
Extension (pushing for the 7)	<p>Colloquial expressions : “That’s so cool”</p> <p>Compound tenses</p> <p>“I would never have dreamed of winning ... “</p> <p>Finish with a formula “It’s bedtime now, see you tomorrow !”</p>

### Sample instruction

You have just taken part in a sports competition. Your team lost. Write a text to reflect on what happened at the competition, why your team lost, and how you feel about it.

Diary	Email	Invitation
-------	-------	------------

<b>Email</b>	
Opening	Add recipient and subject Informal greeting (“Dear ...”, Hello, Hi”) No need for a date; automatically inserted
Body	Emails can be formal or informal (personal vs business). Personal emails are more informal and usually serve to update other people about your own life. Business emails are more formal and address a particular topic, eg business transaction, update on recruitment, ... Straight to the point, stick to the subject Use short paragraphs
Ending	“Love, See you, ...” for informal emails “Best regards, best wishes, yours sincerely, ...” for more formal emails Sign off with your name
Perspective / Point of view	First person (you write about yourself); second person (you are addressing somebody directly); third person (you may be writing about someone else, or about an event)
Audience	One person (informal : relative, friend); (formal : business partner, superior)
Tense / mode	Present tense, past tense, future tense
Tone / Register / Format	<b>Tone</b> : objective, informative <b>Register</b> : informal or formal language <b>Format</b> : two or three paragraphs only
Useful vocabulary	Related to the subject of the email message
Useful grammar points	Switching between first and second person – you give information about yourself and enquire about the recipient One or two questions at the end, enquiring about the recipient Use of future tense, announcing upcoming meeting, event
Useful expressions and structures (to memorise)	Short but complete sentences, with some questions to the recipient Greetings (formal vs informal) Informal expressions such as “Isn’t that great ? How cool is that ? Can you believe it? etc.” Signing off “Sincerely, Best wishes, Kindly blessing your day”
Extension (pushing for the 7)	Refer to an attachment (which does not have to be included) Conjunctions, complex tenses (“Thank you for sending me ...”), pronouns, agreements, ...

### Sample instruction

You have just returned from a visit to your <target language> correspondent’s family. Write a text in which you thank them for their welcome and invite them to visit you. You explain what you enjoyed most in their country and what they will see and do when they visit your country.

Blog	Email	Postcard
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<b>Invitation</b>	
Opening	To whom Name of event / function
Body	Details of the event / function Graduation ceremony, birthday party, end of school year celebration, ... Venue Date and time What to wear What to bring How to confirm, reserve, decline
Ending	“See you, ...” for informal events “Looking forward to seeing you there” “Best regards, best wishes, yours sincerely, ...” for more formal invitations Sign off with your name and contact details
Perspective / Point of view	First person (you invite) Second person (“it would be great if you can join us”)
Audience	One person : informal : relative, friend Group of people : informal or formal
Tense / mode	Present tense, past tense, future tense
Tone / Register / Format	<b>Tone</b> : friendly, enthusiastic <b>Register</b> : informal or formal language <b>Format</b> : subsections with what, where, when, what to bring, what to wear etc. Contact details / RSVP at the end of the invitation
Useful vocabulary	Related to the subject of the invitation Celebrations, key moments in life, excursions
Useful grammar points	Imperatives “Please bring ...” “Please confirm, call, reply ...”
Useful expressions and structures (to memorise)	“Let’s celebrate the end of the term !” “Please join us as we celebrate ...” “It is that time of year again when we ...” “Please confirm your presence ...”
Extension (pushing for the 7)	Add details about the band that will be playing, about the transport to be taken to reach the meeting point, about the surprise you hope to spring on the birthday boy/girl

### Sample instruction

You have a ticket to attend a music festival this weekend. You want to share a car and accommodation with a friend from your school who is also going to the festival. Write a text to explain the situation and to suggest travel arrangements.

Blog	Email	Invitation
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<b>List</b>	
Opening	Title – what are you listing ?
Body	Details about the subject Bullet points or numbers (Chrono)logical order Short sentences, key words, depending on task List five ways in which one can live more healthily List the steps to be taken to bake a cake, prepare the meal, ...
Ending	“Good luck !” “Enjoy !”
Perspective / Point of view	Possibly only infinitives Possibly command forms in the 2 <sup>nd</sup> or 5 <sup>th</sup> person (“you”)
Audience	One person or group (depends on task)
Tense / mode	Imperative, infinitive
Tone / Register / Format	<b>Tone</b> : objective, informative <b>Register</b> : informal or formal language <b>Format</b> : four or five bullet points
Useful vocabulary	Related to the subject of the list
Useful grammar points	Consistency in syntaxis : don’t switch from imperative to infinitive; use one tense throughout If you are listing nouns, then add adjectives (agreement) Weight, size, color, quantity Conjunctions : “first, then, afterwards, finally, ...”
Useful expressions and structures (to memorise)	“How to ...” “What to do in preparation for a trip” “Five ways to live a healthier life” “Good luck !” “Don’t forget !” “In case of any problems, call me on ...” Where appropriate, include contact details (phone number)
Extension (pushing for the 7)	Include negative sentences “Don’t ...”, “Never ...”

### Sample instruction

Your class is going to make an excursion into the city and you have been asked to prepare a text with things to do in order to prepare well for this trip. You must mention where and when the excursion will take place, what to wear, what to bring and what not to bring, and what to do in preparation for and during the trip.

Diary	Invitation	List
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<b>Message / Note</b>	
Opening	Address your audience (usually one person) Informal greeting ("Dear ..., Hello, Hi")
Body	Explain why you are writing a message / note Describe the situation (received a phone call, can not make it to a party etc.) Provide the information asked for in the instructions Straight to the point, stick to the subject Use short sentences/paragraphs
Ending	"Cheers, See you, Love, ..." for informal messages Sign off with your name
Perspective / Point of view	First person (you write about yourself) Second person (you are addressing somebody you know) Third person (you may be writing about someone else who called you, who invited your brother, ...)
Audience	One person : informal : relative, friend
Tense / mode	Present tense, past tense, future tense
Tone / Register / Format	<b>Tone</b> : informative, friendly <b>Register</b> : informal language <b>Format</b> : Greeting Two or three short paragraphs explaining the situation Contact details or instructions
Useful vocabulary	Related to the subject of the message / note
Useful grammar points	Past tenses – what just happened that made you write this message/note ? Switching between first and second person – you give information about a third person and instruct a second person what to do next Use of future tense, announcing upcoming meeting, event Pronouns "X just called me and asked me to tell you that ..."
Useful expressions and structures (to memorise)	Greetings (informal) "Hi, Hello, ..." Informal expressions such as "Sorry", "Don't forget to ..." Signing off "Thanks, Cheers, See you later"
Extension (pushing for the 7)	Conjunctions, complex tenses "Let me know if I can be of any help"

### Sample instruction

Your brother's friend has called to invite your brother for dinner in the city. Your brother was not at home and you have answered the phone. You leave a text that your brother will find when he returns home. You must mention who has called, why (s)he called, where and at what time (s)he proposes to meet your brother and how your brother can contact him/her in order to confirm the dinner.

Message	Posting on social media	Email
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<b>Personal Letter</b>	
Opening	Date Informal greeting (“Dear ..., Hello, Hi”) “It’s been a long time since we last saw each other.”
Body	Describe the purpose of your informal letter Talk about an experience, a trip, ask for a favor, organize a rendez-vous, ... Short paragraphs
Ending	Informal salutation “Love, See you, take care ...” Sign off with your name
Perspective / Point of view	First person (you write about yourself); second person (you are addressing somebody directly); third person (you may be writing about someone else, or about an event)
Audience	One person (informal : relative, friend)
Tense / mode	Present tense, past tense, future tense
Tone / Register / Format	<b>Tone</b> : subjective, informative <b>Register</b> : informal language <b>Format</b> : two or three paragraphs only
Useful vocabulary	Related to the subject of the letter
Useful grammar points	Switching between first and second person – you give information about yourself and enquire about the recipient One or two questions at the end, enquiring about the recipient Use of future tense, announcing upcoming meeting, event If the target language has masculine/feminine agreements, decide whether you are writing to a boy or a girl, depending on your knowledge of these agreements
Useful expressions and structures (to memorise)	Short but complete sentences, with some questions to the recipient Greetings (formal vs informal) Informal expressions such as “Isn’t that great ? How cool is that ? Can you believe it ? etc.” Signing off “See you soon, Say hi to mom, ...”
Extension (pushing for the 7)	Refer to a past event, eg. the last time you saw each other Conjunctions, complex tenses (“Thank you for sending me ...”), pronouns, agreements, ...

### Sample instruction

You have just completed a stay in a host family in a target language country. Write a text to your friend, telling him/her about the family and about your experiences, and encouraging him/her to do the same next year.

Invitation	Personal letter	Postcard
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<b>Postcard</b>	
Opening	Informal greeting ("Dear ..., Hello, Hi")
Body	Describe what the instructions are asking you. Even if you're having a terrible time, don't complain. Use an exclamation mark to show you don't mind that your holiday isn't perfect. Use short sentences
Ending	"Love, See you, ..." for informal postcards Sign off with your name
Perspective / Point of view	First person (you write about yourself); second person (you are addressing somebody directly); third person (you may be writing about someone else, or about an event)
Audience	One person (informal : relative, friend)
Tense / mode	Present tense, past tense, future tense
Tone / Register / Format	<b>Tone</b> : informative, positive (even if it's raining !) <b>Register</b> : informal language <b>Format</b> : short
Useful vocabulary	Related to the subject of the postcard (holidays, travel) Describe the town, country, people, food, weather
Useful grammar points	Use of past, present and future tenses Switching between first and second person – you give information about yourself and enquire about the recipient One or two questions at the end, enquiring about the recipient
Useful expressions and structures (to memorise)	"Hi" (name of friend / neighbour / colleague) "As usual, it's tipping down with rain but I'm having a good time !" "We're having a great / wonderful / fantastic / fabulous time here in ....." "The weather is hot / sunny / perfect and we're spending our days on the beach / sightseeing / relaxing / exploring the local area / by the pool" "The food is interesting / spicy / pretty good" "The people here are very welcoming / friendly" "See you soon !" "Love" Short but complete sentences, with some questions to the recipient Greetings (formal vs informal) Informal expressions such as "How cool is that ? Can you believe it ? etc." Signing off "Ciao, Bye, Take care, ..."
Extension (pushing for the 7)	Add a smiley face (preferably optimistic) Use one or two colloquialisms ("So cool !") Complex tenses ("If I had known that it would be so hot here, I would have brought ...")

### Sample instruction

You are in a <target language>-speaking country and taking a course to improve your proficiency in the language. Write a text to your best friend. You must include in which country you are, with whom you are staying, for how long you will be staying there, what you do in your free time and what you think about the language course you are taking.

Blog	Invitation	Postcard
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<b>Social media posting / chat room</b>	
Opening	Address your audience (certainly more than one person) A word or short phrase to draw attention, you can repeat the title of the post that you are responding to
Body	State the subject Provide details of the subject Are you reacting to a post ? Are you trying to attract interest from the online community ?
Ending	Ask for comments, feedback Refer readers to your website or online account
Perspective / Point of view	First person (you may be expressing your opinion on an issue) Second person plural (you are addressing a large audience)
Audience	The online community is extremely large !
Tense / mode	Present tense, past tense
Tone / Register / Format	<b>Tone</b> : informative, factual, critical <b>Register</b> : informal language. Follow the rules of digital citizenship <b>Format</b> : underline / bold type for key words; use of emoticons / emojis Structure is more liberal Grammar and spelling are more liberal (but don't overdo it !) Illustrations related to the subject (drawings)
Useful vocabulary	Related to the subject of the notice
Useful grammar points	Relatively free use of grammar, but agreements must be respected (it is still an exam paper !) Pronouns "Please contact me on <email address>"
Useful expressions and structures (to memorise)	"Follow this link in order to ..." "Follow me on Instagram / Twitter for more updates"
Extension (pushing for the 7)	Refer your audience to a Facebook page or website for further updates

### Sample instruction

Each week, you write a text about something that you have experienced. Today, you are going to write about your teachers : describe the personality and the characteristics of your ideal teacher. You say what you think about your teachers, and why you would or would not want to be a teacher one day.

Email	Personal letter	Social media posting
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9.8.2. Professional/mass media texts

<b>Advertisement</b>	<b>Article</b>	<b>Blog</b>	<b>Brochure</b>
<b>Email</b>	<b>Essay</b>	<b>Formal letter</b>	<b>Interview</b>
<b>Menu</b>	<b>Notice</b>	<b>Poster</b>	<b>Report</b>
<b>Review</b>	<b>Social media posting</b>	<b>Speech</b>	

<b>Advertisement</b>	
Opening	Write a good headline to attract attention Start with a short, memorable phrase or key word
Body	Description of your product/service/event Benefits/advantages of your product/service/event Venue, date and time (in case of an event) Price Keep content focused on the topic
Ending	A catchy phrase or slogan to encourage audience to act, react, register, buy, rent, join, subscribe Clear contact details at the bottom (phone number, email, website)
Perspective/Point of view	Third person (to describe the item, service, event that you are advertising) Fifth person (you plural) (to address your audience – you want many people to respond, react, register, buy etc.)
Audience	Everyone who has access to your ad or flyer. As this is a plural, address them as a group
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : persuasive, direct, factual <b>Register</b> : informal or formal language, depending on subject of your ad, and therefore your audience <b>Format</b> : simple but attractive layout, brief sentences, factual information, large and small font Use bullet points if relevant (eg. program of Open Day) If relevant, include a logo, a picture, a textbox
Useful vocabulary	Related to the item, service or event being advertised Place, date, time, what to bring, where to meet, price
Useful grammar points	Imperative (command forms) : Come ! Visit ! Buy ! Rent ! Go ! Sell ! Enjoy ! Join ! Celebrate ! Call ! Register ! Email us ! Questions : “Have you ever participated in ... ?” “Would you like to learn how to ... ?”
Useful expressions and structures (to memorise)	“Only 10 Pounds/Euros/dollars !” “Join us on a tour of ...” “Buy your personal copy of ...” “Don’t miss this chance to ...” “Now on sale !” “Special offer for those who register early !” “Call us today for a free sample !” “Life has never been easier !” “Latest model !” “While stocks last !”
Extension (pushing for the 7)	Offer a special deal for those who register early, those who sign up as a group, those who buy a membership for a year, those who have participated before, those who wish to volunteer and help out, those who buy several samples of the article on sale etc. Offer a money-back guarantee

### Sample instruction

You are in charge of the movie club at the youth center in your town. In order to encourage more youngsters to become members of the club, you put a text in the local newspaper. Write this text. You must mention who can become a member and how much it costs, where and when the club meetings take place, and at least two activities offered by the club.

Advertisement	Interview	Review
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<b>Article (newspaper, magazine)</b>	
Opening	Catchy title There is a headline and often a byline Name of the author Date
Body	Start with the most important elements A lead paragraph that answers who, what, when, why, how Use short paragraphs with 3 sentences <i>at most</i>
Ending	Conclusion or open-ended question
Perspective/Point of view	Third person (author's point of view) and first person (quotes)
Audience	Youth, adults, special interest groups
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : objective, informative <b>Register</b> : formal language (in some instances the register can be slightly informal, depending on the topic and the audience) <b>Format</b> : two columns (make sure the information is legible for the examiner)
Useful vocabulary	Related to topic of article
Useful grammar points	Binding words, questions, pronouns Chronological sequencing : "first, next, then, afterwards, just before that, at last, meanwhile, at the same time, therefore, on the other hand, similarly, as a result, ..."
Useful expressions and structures (to memorise)	Full sentences, with some direct and indirect quotations from people/witnesses "according to, research shows that, it is clear that, this reporter learned that, it remains to be seen whether, one might conclude that, this could mean that, ..."
Extension (pushing for the 7)	Draw the outlines of tables or of photographs (write short but interesting captions) Sketch pictures if you have time after finishing proofreading Conjunctions, complex tenses, pronouns, agreements, ... Direct speech / quotations from witnesses

### Sample instruction

The final school examinations begin in two weeks. You want to give advice to students about how to avoid stress. In your text, you describe the best ways to study for exams and explain how to stay healthy at the same time.

Article	Report	Speech
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<b>Blog</b>	
Opening	Date and time of posting "Posted by <blogger's name> Title of your blog entry
Body	Address the topic of the question in an informal manner : describe your day, your holiday experience, the movie you watched, the book you read etc. Some reflection on the subject of your blog entry Treat the blog as an online diary where you share personal but not private information In the case of an event, provide full details : purpose, venue, date, time, cost, what to bring, target audience
Ending	Recommendation to others to do what you did (read, travel, watch ...) Sign off with a catchy phrase Encourage reader to click on link for next page, or other website
Perspective/Point of view	First person (you write about yourself) Second person plural (you are addressing a group of people) Third person (you may be writing about an event, an experience, a fact)
Audience	Group of people (friends, school mates) : informal, assume the audience knows you
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : informative, personal, like a diary entry, but not private <b>Register</b> : slightly informal language <b>Format</b> : title in bold font Blog format with key words is provided in the paper Chronological order if recounting an event Insert an icon to represent your current mood Include a line saying what you were listening to when you wrote the blog entry ("Currently listening to ...")
Useful vocabulary	Related to the subject of the blog entry Connecting devices (related to time and sequence) : "first, then, the next day, in the end, ..."
Useful grammar points	Adjectives and their agreements Descriptive language Imperatives and questions Past tense if describing an experience Future tense if announcing an upcoming meeting, event
Useful expressions and structures (to memorise)	"See you next week!" "Best wishes, thank you for reading" "Feel free to comment in the box below" Informal expressions such as "Isn't that great ? How cool is that ? Can you believe it? etc."
Extension (pushing for the 7)	Add one line where a reader has commented on your blog post (one or two words only) List some categories in a sidebar on the site Add an image Encourage the reader to click on link to related websites

### Sample instruction

Write a text with recommendations and advice for budget travelers. You must mention places to stay, information on food and drink and public transport information.

Blog	Email	Speech
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<b>Brochure</b>	
Opening (front cover)	A title A picture/illustration A catchy phrase (question or exclamation)
Body (inside)	Clearly stated introduction which explains the function of the brochure Main points divided into separate boxes throughout the brochure Use of bullet points Use of images, drawings, illustrations Always keep in mind the topic of the brochure in order to avoid getting side tracked and adding unnecessary information Contact details (including website/email) Use testimonial
Ending (back cover)	Encourage audience to act, react, register, buy, rent, join, with clear contact details at the bottom
Perspective/Point of view	Third person (to describe the item, service, event that you are promoting or advertising) Fifth person (you plural) (to address your audience – you want many people to respond, react, register, buy etc.)
Audience	Everyone who has access to your brochure. Mostly ‘unknown’ people, so address them as a group
Tense/mode	Present tense, past tense (testimonial), future tense (what will happen if the audience responds)
Tone/Register/Format	<b>Tone</b> : informative, welcoming, factual <b>Register</b> : Use of proper language in accordance with reader → language that makes the reader feel involved Informal or formal language, depending on audience <b>Format</b> : columns and sub-headings Simple but attractive layout, brief sentences, factual information, large and small font Use bullet points if relevant
Useful vocabulary	Related to the service, event or place being promoted Places around the city, the school, healthy living, food and drink
Useful grammar points	Think about the tenses you should use Imperative (command forms) : “Come ! Visit ! Buy ! Rent ! Go ! Enjoy ! Join ! Celebrate ! Call ! Register ! Email us !” Questions : “Have you ever participated in ... ?”
Useful expressions and structures (to memorise)	“You want to quit smoking ? Read this !” “For a cleaner city !” “Eat healthy, live healthy !” “How to improve your examination results ...” “Welcome to <name of town, city, place>” “For more information, contact ...” (website, phone number)
Extension (pushing for the 7)	Include a logo, a picture, a textbox “Published by the Tourism Bureau” (with address and contact details)

### Sample instruction

Your <target language> teacher has asked your class to work in small groups to prepare a text on a <target language> speaking country. You are responsible for writing the sections about the weather, the geography and the different means of transport in the country. Write your section of this text.

Advertisement	Brochure	Poster
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<b>Email</b>	
Opening	Add recipient and subject Informal greeting ("Dear ..., Hello, Hi") No need for a date; automatically inserted
Body	Emails can be formal or informal (personal vs business) Personal emails are more informal and usually serve to update other people about your own life Business emails are more formal and address a particular topic, eg business transaction, update on recruitment, ... Straight to the point, stick to the subject Use short paragraphs
Ending	"Love, See you, ..." for informal emails "Best regards, best wishes, yours sincerely, ..." for more formal emails Sign off with your name
Perspective/Point of view	First person (you write about yourself); second person (you are addressing somebody directly); third person (you may be writing about someone else, or about an event)
Audience	One person (informal : relative, friend); (formal : business partner, superior)
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : objective, informative <b>Register</b> : informal or formal language <b>Format</b> : two or three paragraphs only
Useful vocabulary	Related to the subject of the email message
Useful grammar points	Switching between first and second person – you give information about yourself and enquire about the recipient One or two questions at the end, enquiring about the recipient Use of future tense, announcing upcoming meeting, event
Useful expressions and structures (to memorise)	Short but complete sentences, with some questions to the recipient Greetings (formal vs informal) Informal expressions such as "Isn't that great ? How cool is that ? Can you believe it? etc." Signing off "Sincerely, Best wishes, Kindly blessing your day"
Extension (pushing for the 7)	Refer to an attachment (which does not have to be included) Conjunctions, complex tenses ("Thank you for sending me ..."), pronouns, agreements, ...

### Sample instruction

You are going to spend a few days by the beach in a <target language>-speaking country. Write a text to book a room in a hotel. Include and ask for the following : the type of room that you would like to book, for how long, the room price per night, the kinds of services that you require, and how you can pay for the room.

Email	Notice	Social media post
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<b>Essay</b>	
Opening	Title Introduction : tell your audience what the essay is about
Body	Formal development of topic Clear paragraphing State a claim, illustrate it with examples Explain, argue about, describe, analyse your topic
Ending	Brief conclusion
Perspective/Point of view	Third person (singular/plural)
Audience	Intended audience depends on topic of the essay. Usually a group of people
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : objective, formal <b>Register</b> : formal language <b>Format</b> : two or three paragraphs only
Useful vocabulary	Related to the subject of the essay
Useful grammar points	Switching between past, present and future tense Sophisticated use of language
Useful expressions and structures (to memorise)	Sharp opening sentence introducing the topic Connecting devices : “on the one hand, on the other hand, moreover, conversely, in conclusion” Use of a proverb ?
Extension (pushing for the 7)	Refer to quotes from famous people Subordinate clauses

### Sample instruction

You have entered a writing competition. The title of your text is “My story, my history”. You have to write about your great-grandparents and your grandparents : where they lived, what they did, what you know about them.

Blog	Essay	Review
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<b>Formal letter</b>	
Opening	Date, recipient, address and topic Formal greeting (“Dear Mr, Ms, Sir, Madam”) “With reference to ..., in response to ...”
Body	Describe the purpose of your formal letter (business, college, professional outside family or circle of friends) Get straight to the point; refer to the origin of the topic Short paragraphs Business letters are more formal and address a particular topic, eg business transaction, update on recruitment, ...
Ending	Yours faithfully (if you do not know the name of the person) Yours sincerely (if you know the name of the person) Your signature Sign your name, then print it underneath the signature.
Perspective/Point of view	First person (you write about yourself); second person formal (you are addressing somebody directly)
Audience	One person (formal : business partner, director, headmaster, superior, elder)
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : objective, informative <b>Register</b> : formal language <b>Format</b> : two or three paragraphs only Your address is in the top right-hand section. This will enable the person that you are writing to, to reply to your letter The address and name of the person you are writing to should be displayed beneath your address on the left-hand side
Useful vocabulary	Related to the topic of the letter
Useful grammar points	Switching between first and second person – you give information about yourself and enquire about the recipient Use of future tense, announcing upcoming meeting, event
Useful expressions and structures (to memorise)	Short, formal and complete sentences Greetings (formal) Formal expressions such as “In response to the job advert in ...”, “I look forward to hearing from you at your earliest convenience”, ... Signing off “Sincerely”
Extension (pushing for the 7)	Use of the conditional tense “I would be honored to ... I would be happy to provide you with ...” Refer to an attachment (eg resumé, work experience) which does not have to be included Conjunctions, complex tenses (“Thank you for taking the time to ... “), pronouns, agreements, ...

### Sample instruction

You saw an advertisement in a newspaper. A restaurant is looking for a part-time waiter or waitress. You decide to apply. Write a text to introduce yourself and explain why you are a suitable person for the job.

Article	Letter	Personal statement
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<b>Interview</b>	
Opening	Title Sub-title Introduction that includes : <ul style="list-style-type: none"> <li>• who the interview is with/about</li> <li>• in what context the interview was conducted</li> <li>• when the interview took place</li> <li>• where the interview took place</li> </ul>
Body	Question and answer write-up of the content of the interview Content can be on life, projects, opinions, achievements etc of the person interviewed The questions start with asking words (“when, where, how, why ...”) The questions are shorter than the answers
Ending	“Interview conducted by ...” Name of the magazine, publication Date
Perspective/Point of view	First person (the interviewed person talks about him/herself); second person (the interviewer addresses the interviewee); third person (you may be talking about someone else, or about an event)
Audience	Normally there is a target audience consisting of a group of people
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : objective, informative <b>Register</b> : informal or formal language <b>Format</b> : short, open-ended questions, longer answers You can add the interviewed person’s reactions between brackets, eg “laughs, smiles, pauses, looks up, thinks deeply” etc.
Useful vocabulary	Related to the topic of the interview (music, sports, writing)
Useful grammar points	Interrogative sentences Use of the past tenses to talk about the subject’s past Use of the conditional to talk about future plans Switching between first and second person – you give information about yourself and enquire about the recipient One or two questions at the end, enquiring about the recipient Use of future tense, announcing upcoming meeting, event
Useful expressions and structures (to memorise)	Short but complete sentences, with some questions to the recipient “Thank you for agreeing to talk with <name of magazine>” “Best of luck in your future endeavors” “Good luck with your career !” Informal expressions such as “What an amazing story ! I would love to hear you in concert ! Sounds great !” Signing off “Until next week ! Enjoy your week ! ...”
Extension (pushing for the 7)	Add the outline of a photo of the interviewee Indicate who you will be interviewing in the next edition Conjunctions, complex tenses (“Thank you for your time, thank you for agreeing to speak with me today, ...”), pronouns, agreements, ...

### Sample instruction

You write for your school’s newspaper and this week you have interviewed a sports personality who has won several national and international competitions. You have asked him/her questions about his/her sport and about his/her career. You have also asked him/her which advice he/she would give to youngsters who would also like to have a career in sports. Write the text.

Brochure	Formal letter	Interview
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<b>Menu</b>	
Opening	Name of the restaurant Name of the menu if it celebrates a particular occasion
Body	Various parts of a menu Starters Appetizers Salads Sandwiches Soups Breakfast Lunch Meat dishes Vegetarian dishes Dinner Dessert Drinks Wines and cocktails For the kids Include prices, or design a set menu for a specific price
Ending	How to make a reservation (address, contact details, opening hours) Service included ? Taxes included ?
Perspective/Point of view	No perspective, impersonal
Audience	Customers who simply want to see what is on offer
Tense/mode	Imperative (how to reserve a table or order take-away)
Tone/Register/Format	<b>Tone</b> : factual <b>Register</b> : formal language <b>Format</b> : sections of the menu in a logical order Center the information Plenty of visuals to illustrate the choices on offer Artistic design of the menu itself Restaurant logo and/or slogan Font sizes – meal sections should stand out (bold, underline)
Useful vocabulary	Food and drink (adapted to target language culture !) Parts of a meal
Useful grammar points	Imperatives (how to reserve a table, order take-away) Adjectives Weights, sizes, prices
Useful expressions and structures (to memorise)	“Come celebrate Christmas with us !” “Meals for the whole family !” “For the young and the not-so-young !” Restaurant’s slogan or catchy phrase
Extension (pushing for the 7)	Any awards that the restaurant has received ? Differentiate between spicy and non-spicy

### Sample instruction

It is going to be your best friend’s birthday and you have been asked to design a text for his party. You must mention where and when the meal will be served, your best friend’s favorite dishes, the variety of drinks on offer and the contact details of the restaurant or venue.

Brochure	Menu	Social media post
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<b>Notice</b>	
Opening	Address your audience (usually more than one person) "To all members of the football team", A word or short phrase to draw attention "Urgent !" "Important update !", "Lost and Found"
Body	State the subject "Lost phone !" Provide details of the subject Where, when, description, sentimental value etc. Use short sentences/paragraphs
Ending	What to do next Reward Name and contact details
Perspective/Point of view	Second person (you are addressing a large audience)
Audience	More than one person : informal : friends, teammates, classmates
Tense/mode	Present tense, past tense
Tone/Register/Format	<b>Tone</b> : informative, factual <b>Register</b> : informal language <b>Format</b> : Different font sizes for key words Clear structure with where, when, description etc. Two or three short paragraphs explaining the situation Contact details or instructions Illustrations related to the subject (drawings)
Useful vocabulary	Related to the subject of the notice "Lost and found" "Match postponed"
Useful grammar points	Past participles ("lost", "match postponed", "auditions cancelled", ...) Second person plural imperative Pronouns "Please contact me on ..."
Useful expressions and structures (to memorise)	"Because of the bad weather we inform you that ..." "Please remember to ..." "Don't forget to bring ..."
Extension (pushing for the 7)	Refer your audience to a Facebook page or website for further updates

### Sample instruction

You are the captain of the school football team. Because the weather is bad, you have decided that today's game must be cancelled. Write the text for the other players that you are going to post on the sports notice board. You must include why the football game is cancelled, when the next match will take place and how the players can keep fit between matches.

Email	Notice	Poster
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<b>Poster</b>	
Opening	Catchy title To whom is the poster addressed ?
Body	Details of the event, meeting, project, initiative Where, when, why, who, how much Encourage your audience to participate, get involved Plenty of visuals illustrating key aspects of your poster
Ending	Catchy phrase to attract and convince your audience Contact details (website, email, phone number)
Perspective/Point of view	Second person (singular or plural); you are addressing your audience directly
Audience	As many people as possible Informal : friends, school mates Formal : the wider community
Tense/mode	Present tense Infinitives Imperatives
Tone/Register/Format	<b>Tone</b> : informative, positive, convincing <b>Register</b> : informal or formal language <b>Format</b> : short sentences, no real need for verbs Bullet points if listing services, ways to contribute Draw pictures – be creative to make the poster look attractive
Useful vocabulary	Key details of your message Who, what, when, where, how much, how to contact you
Useful grammar points	Infinitives and imperatives Questions Plenty of adjectives to attract the audience Date and time
Useful expressions and structures (to memorise)	“Come and join us !” “Help us make a small difference !” “Coming soon !” “Time to make a difference !” “Information night”
Extension (pushing for the 7)	Catchy quote from a famous person “Be the change you want to see in the world” Catchy illustrations (don’t overdo it !)

### Sample instruction

The mayor of your home town wants to develop tourism in the city. For this reason, he invites the youth to create a text about the city. Design this text. You must include places to visit, possible activities, where the tourists can stay and the best times in the year to visit, and why.

Blog	Poster	Speech
------	--------	--------

<b>Report</b>	
Opening	Date, time and place To whom it may concern State the topic of your report (“Theft, accident, injury, ...”)
Body	Retell events that have already happened in chronological order Begin with background information : «who, when, where, what» Describe the scene where the events took place Describe the events as they happened Describe what you did to help Straight to the point, stick to the subject Use short paragraphs
Ending	Declare that this is your true recollection of the events Sign your name
Perspective/Point of view	First person (you write about what you witnessed); third person (you write about what others did or didn’t do)
Audience	One person (formal) The audience is not revealed in the report
Tense/mode	Mainly past tenses (the events have occurred)
Tone/Register/Format	<b>Tone</b> : objective, informative, great detail, no opinion <b>Register</b> : formal language <b>Format</b> : two or three paragraphs only
Useful vocabulary	Related to the subject of the report
Useful grammar points	Switching between first and third person – you give information about what you saw others do Alternate between perfect and imperfect tenses Connectors (chronology) : “first, then, afterwards, in the end, next, just before that, at last, meanwhile”
Useful expressions and structures (to memorise)	Short but complete sentences stating what you saw “When I turned around the corner I noticed ...” “Suddenly I heard ...” “Before I realized what was going on, a loud noise ...”
Extension (pushing for the 7)	Conjunctions, complex tenses (“After hearing a loud scream, I ran towards the telephone cabin and ...”) Pronouns, agreements, ...

### Sample instruction

There is a volunteering programme at your school, and you participate each week in an activity to help the environment. At the end of the year you write a text for the programme supervisor to explain what you enjoyed, what you found difficult, and why you think the activity is important.

Article	Report	Speech
---------	--------	--------

<b>Review</b>	
Opening	Title Catchy phrase to get your audience's attention Introduce the topic of your review
Body	Give a factual overview of the topic (book, movie, concert, exhibition) Provide some basic analysis : plot, content, characters, actors and actresses What you liked about it and what you did not like about it Straight to the point, stick to the subject Use short paragraphs
Ending	Encourage your audience to read, watch, attend the same "If you have two hours to spare, go and ..." Include a rating (out of 5 stars) Sign off with your name
Perspective/Point of view	First person (you write about your own opinion); second person (you encourage others to attend, buy, ...); third person (you may be writing about someone else, or about an event)
Audience	Normally a large group, specific audience (music, film, readers, ...)
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : objective, informative, followed by subjective (opinion) <b>Register</b> : formal language <b>Format</b> : two or three paragraphs only
Useful vocabulary	Related to the subject of the review Adjectives (likes and dislikes)
Useful grammar points	Switching between first and third person – you provide an opinion on a book, movie, concert, exhibition, and talk about how you experienced it Imperative : "Make sure you read/go/watch ..."
Useful expressions and structures (to memorise)	Include some reactions from the press "A thrilling experience !" "A must-read !"
Extension (pushing for the 7)	Include an outline for a picture about your topic Leave a contact email for further inquiries

### Sample instruction

Write a text for the school magazine about a new restaurant. It only serves <target language culture> food. Describe the restaurant, the menu and the differences with your national cooking. Suggest a class visit to this restaurant to celebrate the end of the <target language> *ab initio* class.

Blog	Brochure	Review
------	----------	--------

<b>Social media posting</b>	
Opening	Address your audience (certainly more than one person) A word or short phrase to draw attention, you can repeat the title of the post that you are responding to
Body	State the subject Provide details of the subject Are you reacting to a post ? Are you trying to attract interest from the online community ?
Ending	Ask for comments, feedback Refer readers to your website or online account
Perspective/Point of view	First person (you may be expressing your opinion on an issue) Second person plural (you are addressing a large audience)
Audience	The online community is extremely large !
Tense/mode	Present tense, past tense
Tone/Register/Format	<b>Tone</b> : informative, factual, critical <b>Register</b> : informal language. Follow the rules of digital citizenship <b>Format</b> : underline/bold type for key words; use of emoticons/emojis Structure is more liberal Grammar and spelling are more liberal (but don't overdo it !) Illustrations related to the subject (drawings)
Useful vocabulary	Related to the subject of the notice
Useful grammar points	Relatively free use of grammar, but agreements must be respected (it is still an exam paper !) Pronouns "Please contact me on <email address>"
Useful expressions and structures (to memorise)	"Follow this link in order to ..." "Follow me on Instagram/Twitter for more updates"
Extension (pushing for the 7)	Refer your audience to a Facebook page or website for further updates

### Sample instruction

You spent part of your summer holiday working in a nature reserve looking after animals and the environment. Write a text about your experience and why you recommend this project to other students. You must mention where you worked and for how long, how you found out about this opportunity and what you did to find a summer job there, what you did and what you learned about the animals and the environment and why you recommend this project to other students.

Brochure	Review	Social media post
----------	--------	-------------------

<b>Speech/Presentation</b>	
Opening	Address your audience (always plural) “Dear friends, colleagues, guests, ...” State the topic of your presentation
Body	Provide background information on the topic Suggest a way forward and provide reasons for your viewpoint Indicate reasons for and against the proposal Straight to the point, stick to the subject Use short paragraphs
Ending	Sum up your proposal, experience Encourage/ask your audience to act in a specific way “Thank you very much for your attention”
Perspective/Point of view	First person (you write (speak) about yourself); second person plural (you are addressing your audience directly); third person (you may be talking about someone else, about an experience, about an event)
Audience	Always plural (normally formal)
Tense/mode	Present tense, past tense, future tense
Tone/Register/Format	<b>Tone</b> : objective, informative, persuasive <b>Register</b> : normally formal language, must suit your audience <b>Format</b> : two or three paragraphs only Logical organization of your points
Useful vocabulary	Related to the subject of the presentation
Useful grammar points	Switching between first and second person – you give information about yourself and relate this information to the audience One or two rhetorical questions at the end to make your audience reflect Use of future tense, announcing possible ways forward
Useful expressions and structures (to memorise)	Short but complete sentences with some questions to the audience Greetings (formal vs informal) “Have you ever wondered why ... ?” “Did you know that ... ?” “How many amongst us have ever ... ?” “This may sound cliché, but we must remember that ... “ “Join me as we try to ...”
Extension (pushing for the 7)	Refer to an opinion poll, a questionnaire Include a proverb, common saying Indicate that you will be available later on to answer questions

### Sample instruction

Your <target language> teacher wants you to prepare a text, talking about your favorite restaurant, describing some of your favorite dishes, stating why you are so fond of this restaurant, and recommending that your audience also tries it out. Write the text.

Email	Interview	Speech
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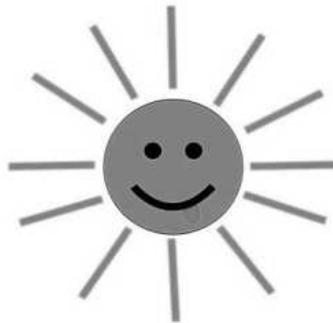
## 9.9. General advice on Paper 1

In order to further help you ensure that you score as highly as you can on the various assessment criteria for Paper 1, read through the advice below.

1. During the planning stage, always make sure that you include **all** the items that the question asks you to include. Use **Sunny** to help you plan.
2. As you draft your response, check off  $\checkmark$  each item once you have included it in your writing.
3. You can answer a little bit more than required, just to be on the safe side. However, don't omit any of the items that are clearly stated in the instructions.
4. Organize your text in paragraphs and use connectors (See Chapter 9.6).
5. Try to use some of the words/expressions/structures from the instructions. For instance, if the instruction states that "you have just spent a week with a host family in country X", then feel free to start your postcard or email to a friend with "I have just spent a week with a host family in X". If you are confident that you can paraphrase this sentence, then feel free to do so.
6. Do not try out 'new' structures that you are not familiar with. If you are uncertain of a certain use of tenses for instance, find a way to avoid using it.  
For instance, instead of writing "*We should* all live a healthy life" (where in many languages you have to conjugate the fourth person of "to have to" in the conditional tense), you could write "It is important to live a healthy life" (where you can use the impersonal expression "it is important to" followed by a verb in the infinitive).
7. Make sure that you reach the minimum word count (70 words) and don't go over the maximum word count (150 words). Answer the instructions in full, without adding too much surplus information. This will not earn you extra marks.
8. Always proofread what you have written. Make sure that you check all the agreements (depending on target language), the genders, the plurals, the tenses, the sentence structures, the negatives etc.
9. Make sure that you have written your response in the correct format. Choose very carefully from the three text type options given and then make sure that you follow the conventions of this text type in your target language.
10. Make sure that you refer to the target language culture(s). If you have stayed with a host family, then this host family is a speaker of the target language, living in one of the target language cultures. This means that their names and their address reflect this target language culture.

11. In preparation for your examinations, make a list of some of the target language-specific features you may need (examples given for English Ab Initio) :
- typical/common names of target language speakers (eg John Smith)
  - place names in the target language culture(s) (eg London, New York, Sydney)
  - typical food and drink from the target language culture(s) (eg fish and chips, burgers)
  - typical street names from the target language culture(s) (eg Main Street, Park Lane)
  - famous singers, athletes, actors and actresses from the target language cultures
  - typical email addresses (eg [johnsmith@yahoo.com.uk](mailto:johnsmith@yahoo.com.uk), [peterjones@aol.com](mailto:peterjones@aol.com) )
12. Practise practise practise ! Ask your teacher for Past Paper topics, and practise them by referring to the text type conventions in this chapter. You will see that after practising two or three compositions for each text type, you will quickly become familiar with their respective features, and on the day of the examination you will know exactly what to do.
13. Use your **Portfolio** to expand and develop your vocabulary and grammar for each of the 20 topics of the Ab Initio course. Then, when practising a Paper 1 exercise, refer back to the relevant Portfolio entries and rework them into a Paper 1 response.

It is important to realise that during a Paper 1 exercise, you are **in full control of your writing**. *You* decide what *you* write and how *you* write it. Don't take unnecessary risks, write what you feel comfortable writing but of course, make sure that you answer the instructions in full and that you use the correct text type and its related conceptual understandings ! Good luck !



## 10. Listening comprehension (Paper 2)

25%

### 10.1. Key information

The Listening Comprehension component (Paper 2) accounts for 25% of the final grade and is assessed according to a mark scheme. There are no assessment criteria for this component.

The Listening Comprehension paper consists of three audio texts that cover different topics taken from the five course themes. Following each audio text you will find a set of questions relating to this text. You have 45 minutes to complete this assessment and you must answer all the questions in the target language.

There are three minutes of reading time at the start of each audio text. Each audio text will be played three times. There will be a two-minute pause before each audio text is repeated.

The start and end of each audio text is indicated by this sound - <beep>. The end of the examination will be indicated by this sound - <beep beep beep>.

Unless otherwise stated, every correct answer is worth one mark. There are [25 marks] in total.

In the Listening Comprehension assessment you can not really lose marks for grammatical or spelling errors but your answer must of course bear enough resemblance to the ‘correct’ answer in order for the mark to be gained. Practising with a mark scheme will get you used to the expectations in terms of answering Listening Comprehension questions.

**Note :** *If you are studying a language that doesn't use the roman script, and when you find yourself in a situation where you don't know the correct character (Japanese, Mandarin) or spelling (Arabic), then know that it is better to write the word(s) in rōmaji (for Japanese), in pinyin (for Mandarin) or in roman script (for Arabic) than to write nothing at all. Be advised though that you may lose some marks if you resort to this 'second best' option – the expectation is that you answer in the target language and by using the related script.*

### 10.2. About this chapter

This chapter will help you understand how to best prepare for the Listening Comprehension component. As stated before, knowing how to *listen for* the answers is just as important as *finding* the answers.

You will get to know the five instructions that may appear in your Listening Comprehension assessment. This workbook then provides sample questions for each one of these instructions. You can familiarize yourself with these instructions by answering the questions and checking the Answer Key at the end of this workbook (p. 199).

### 10.3. Listening Comprehension as a discreet assessment

The Listening Comprehension assessment is introduced as a new assessment component from the May 2020 examination session onwards. In the first few years of this new assessment there will be a limited number of authentic IB exam papers and recordings available.

In order to practise your listening skills and to familiarize yourself with the five published exam questions, please ask your teacher to provide you with sources and resources.

At the same time, you may want to look online for similar exercises, for instance from other educational programs that have a Listening Comprehension component in their language acquisition courses.

There are five published instructions for the Listening Comprehension exam. It is essential that you study and fully understand each one of these instructions in the target language so as not to misread the instructions on the day of the examination. You will practise each instruction in section 10.5.

### 10.4. Strategies for successfully completing the Listening Comprehension component

#### 10.4.1. Throughout the course :

- Familiarize yourself with the various questions that you should expect in the assessment and make sure that you understand them in the target language.
- Practise the five official IB questions by completing section 10.5. of this workbook – but make sure that you learn to understand them in the target language.
- Practise as much as you can with audio texts provided by your teacher or with texts that you find yourself. This chapter shows you how to make your own comprehension exercises, which you can easily share with classmates.
- In the Ab Initio course you must understand the word “text” not only as a page full of paragraphs but also audio, visual, audio-visual or written documents such as timetables, posters, advertisements, classified ads, notices, menus, signs with opening and closing hours, blog entries with photos and comment boxes, websites, and the list goes on. Anything that

contains information for a reader is a “text”. In the Listening Comprehension examination all the texts are audio texts (recordings).

- Listen to as much target language as possible . The ability to deduce meaning from a context increases through practice, practice and more practice. More specific strategies to develop your listening skills follow later in this chapter.
- Rely on your knowledge of vocabulary as well as grammar – this component checks both. In many cases using your grammatical knowledge will help you eliminate some of the answer options, even if you don’t understand them all. And vice versa.

#### 10.4.2. Before the examination starts :

- Read the questions during the five minutes reading time and ensure that you understand exactly what you are being asked to do in each question. You should recognize all the questions if you have practised them – in the target language – in section 10.5.
- Study any visuals that may appear in the Question Paper – they may give you information on the content and format of the texts in question. They may also give you valuable information on the context, the audience and the purpose of the audio text.
- Plan your time. You have 45 minutes to complete this examination. If you can not answer a particular question as soon as you listen to the recording, try to write down some notes. You can go back to this question and answer it a bit later in the 45-minute examination session.

#### 10.4.3. During the examination :

- Focus. There are three sections and all questions must be answered. You can not *lose* marks for incorrectly answering a question, so don’t leave any blanks.
- Read the questions before you start listening to the recordings. This will allow you to know what you are looking for and to listen carefully for specific information.
- Use your knowledge of other languages. There may be cognates - words that look, sound and mean the same as in the target language, but watch out for ‘false friends’ (see page 145).
- Use your powers of deduction and don’t panic if there are certain parts of the recording that you don’t understand fully. You don’t have to understand every word in order to understand the message.

- Where applicable, use your grammatical knowledge as much as your vocabulary (gender of nouns, use of tenses, negative structures, use of pronouns etc).
- Answer the questions concisely. Often the question asks for a one-word answer, so don't write a complete sentence or a full paragraph in the hope that the target word is somewhere in there. You don't have to answer in full sentences unless explicitly stated. If the question asks for one word and you write more than one word in the answer, your answer will be incorrect (even if the correct word is included in what you have written).
- Avoid spending too much time on one particular question. If a question proves difficult, continue with the next ones. Answering further questions will help your understanding of the overall text, thus possibly giving you the answer to the 'difficult' question.
- Don't import knowledge – all the information that you need is in the source texts. Always bear in mind that you are not being assessed on your general knowledge but only on your understanding of the information in the text.
- Similarly, don't provide opinion or interpretation. Stick to the facts, the words, the phrases.
- Use the last ten or fifteen minutes to check your work.
- Make sure that you have answered every question ! There is no negative marking, so you will not get penalized for getting an answer wrong. If at some point you need to guess the answer (eg in multiple choice), then make an educated guess by first eliminating the answer options that are definitely, or almost certainly, incorrect.
- Make sure that your hand-writing is clearly legible. If the examiner can not read what you have written, you will not get the mark.

Further strategic advice is provided at the bottom of the question-specific pages that follow.

### 10.5. Your turn

In the following pages, your task is to :

- translate the stated question in the target language;
- where applicable, read the question below the sample paragraph so you know which information will be required and how it needs to be presented;
- read the sample paragraph (imagine that this is the script of an audio text) and search for the correct answer(s) to the question(s);

- answer the question(s) in the correct format (one word, phrase, letter in a box, etc.);
- check your answer against the Answer Key on page 199 of this workbook;
- take note of the strategic comments provided at the bottom of each page.

You will quickly note that you can produce your own questions, of all types, based on any texts you read in the target language.

Be advised that the sample texts in the next few pages are shorter than those in a Paper 2 examination. They only serve to show you what they ask for and how you should answer each question type. Your teacher will provide you with real exam papers and real-length listening comprehension exercises.

1. Choose the correct answer.



Re-write this instruction in your target language :

.....  
.....



FOREIGNER TO

By our reporter

Peter Mulder, a player from Belgium, has joined Safari Sports Club for the upcoming Premier League season. Talking to Majira newspaper yesterday after the club's training session, Mulder said that he has decided to join the club after meeting with the Executive Committee. The player, who is left-footed, was accompanied by the club Chairman, Mr Simkola. Before arriving in Tanzania, Mulder played for Mbabane Highlanders in Swaziland. He also played for Manzini Wanderers in the same country and won several national championships and cups.

"I have decided to join Safari Sports Club because I know of the club's status and achievements. I was introduced to the club by one of my colleagues and I have had very productive talks with the club's leadership. I can't wait to get started and to help my new club reach greater heights !", an obviously excited Mulder told our reporter.

Q : While living in Swaziland Peter Mulder ...

- A. always kicked the football with his right foot
- B. met with the Executive Committee
- C. played for two different football clubs

A :

**Strategic advice**

- answer options are often listed alphabetically. Don't worry if three successive answers in three successive multiple-choice questions are all A, or B ... this is possible !
- make notes about the sequence in which the audio text is constructed. The sequence is not always chronological.

2. Answer the following question(s).



Re-write this instruction in your target language :

.....  
.....



*It was obvious during the recently held African Cup of Nations that Mark Fish was the delight of South Africa’s football lovers and the star amongst the twenty-two squad members. The images on our local TV channel clearly showed how the fans cheered vigorously whenever he touched the ball, and chants of ‘Fiiish’ were all over the airwaves. Mark Fish also displayed amazing silky skills that delighted the millions of fans in the stadiums and around the football-mad country.*

Q : Name **one** way in which football lovers were able to watch the matches.

.....

Q : Which country’s football fans were particularly impressed with Mark Fish’s skills ?

.....

**Strategic advice**  
- *different answer options (of which you need to provide one) may be mentioned in separate sections or paragraphs in the audio text. Listen to the whole text before answering*  
*descriptions are usually achieved by the use of adjectives and nouns*  
- *pay attention to the interrogative (‘asking’) words : “which, how”*  
- *provide brief answers, don’t copy full sentences or paragraphs*

3. Choose the X true statements.



Re-write this instruction in your target language :

.....  
.....



(In this particular example, one sentence is true. Write the letter corresponding to the correct answer in the box. No example has been given.)

At 1,638 metres above sea level, Kumgangsan's Piro Peak is the second highest point in Korea. The stunning natural beauty of the "Diamond Mountains", located along the southern coast of the country, is a huge attraction for nature lovers, hikers and bird-watchers alike. Hikes of various lengths and levels of difficulty take the visitors past lagoons, mountain streams, mysterious rock formations, waterfalls, pavilions, temples and viewpoints. Throughout the day the mountains reflect the sunlight, thus creating the optical effect that the rocks are made of shiny diamonds.

Q : Choose the **one** true statement.

- A. In Korea, no mountain is higher than Piro Peak in the Kumgangsan mountain range.
- B. Outdoor enthusiasts can find plenty to do in the Kumgangsan mountain range.
- C. There has never been any human activity in the Kumgangsan mountain range.

A :

**Strategic advice**

- beware of negative statements which regularly occur in this type of exercise
- use elimination if the correct answer is not immediately clear

**4. Complete the following gaps. Use no more than three words for each gap.**



Re-write this instruction in your target language :

.....  
 .....  
 .....



Mount Paekdu (Paekdusan), a dormant volcano that straddles the [ - X - ] between the Republic of China and the Democratic People’s Republic of Korea (DPRK), is the highest [ - 1 - ] on the Korean peninsula and a place of huge historical and mythical [ - 2 - ].

The “white-headed mountain” is covered with [ - 3 - ] most of the year and offers stunningly beautiful views to nature enthusiasts. [ - 4 - ] its caldera is one of the world’s highest crater lakes, Lake Chon (Heaven Lake). Exactly 2,160 steps lead the visitor from the crater rim to the icy [ - 5 - ], and the return journey up the stairs is a lung-bursting exercise well worth the effort !

behind	border	geology	inside	lake
leaves	mountain	significance	snow	subject

**Example:** [ - X - ] ..... *border* .....

- [ - 1 - ] .....
- [ - 2 - ] .....
- [ - 3 - ] .....
- [ - 4 - ] .....
- [ - 5 - ] .....

**Strategic advice :**

- decide for each number whether you need a noun or an adverb
- eliminate the lexical options that don’t make sense, eg. can geology be icy ?
- beware of false friends and distractors !
- don’t re-use the word(s) that was/were used in the example !

5. Tick one correct option for each of the following statements.



Re-write this instruction in your target language :

.....  
.....



“Today is the day”, Jun-Fan thought to himself.  
He turned around in his bed and looked at the photo of his father on the shelf.  
“Today I am going to make you proud, dad.”  
He got out of bed, opened the curtains, and contemplated the golden sky that announced the start of a beautiful, sunny day.  
“Mom ! Are you up yet ?”  
“Yes darling, I’m in the kitchen. Why don’t you get dressed while I prepare your breakfast.”  
“OK mom !”  
He went into the bathroom and opened the shower. The cold water immediately woke him up, and his thoughts started to drift.  
“No hot water. Why did it have to come to this ? Why me ? Daddy, why did you have to leave us ?”  
The past two years had been very difficult for Jun-Fan and his mother.

Q : Who said what ?

- A. “I need to make sure that I don’t burn the food.”  
B. “What a great day to go out !”

1. Jun-Fan   
2. Jun-Fan’s mother

**Strategic advice :**

- this task relies heavily on the extent of your vocabulary in the target language
- look for synonyms or for words from the same course topic
- in languages where the grammar distinguishes between masculine and feminine nouns and agreements, look for grammatical signs that indicate whether the speaker is male or female

## 10.6. Developing your listening skills

During the course of the two years you will need to become accustomed to hearing the spoken target language. There are several strategies that you can adopt in order to practise and develop your listening skills.

On the day of the examination you should expect that, where applicable, the three audio texts will represent a variety of national or regional pronunciations. This highlights the fact that target languages only exist in relation with the target language cultures, and as you already know, the IB Ab Initio course focuses strongly on this connection.

For instance, in the case of Spanish, you may find that one text has been recorded by speakers from Spain whereas another text represents a Latin-American variety of spoken Spanish. Students of French Ab Initio may receive recordings from France, Québec, Belgium, Switzerland, West-Africa, New Caledonia, Polynesia or Mauritius ...

Don't worry about that – the spoken language that you hear in every recording will be of 'broadcast standard', meaning that it is highly standardized and that it is the sort of spoken language that you may hear on the radio or on television in the target language culture(s). These varieties will be very similar to the standard language that you have learned in class.

So how can you develop your listening skills and prepare yourself optimally for the listening exam ?

### 10.6.1. Practise frequently

Developing an 'ear' for the target language happens over time and through regular practice. In class you will be exposed to the target language on a very regular basis, and out of class you should find further resources to reinforce this skill. You will be surprised how quickly you will start to understand the target language as soon as you listen to level-appropriate resources.

### 10.6.2. Use authentic resources

When listening to target language resources, select those that you enjoy listening to. You don't need to listen to sentences that are mechanically repeated on pre-recorded tapes. Instead, listen to music (read the lyrics as you go), watch cartoons and movies (in many cases you can add subtitles in the target language), play singalongs of your favorite movies and listen to online videos that reflect the target language cultures. Cartoons in particular are not only fun to watch – the language used is also carefully constructed and clearly enunciated so that children can learn new words and structures whilst watching their superheroes. Many countries' cultural services now share tourism clips online that

show what the country has to offer to visitors – with descriptions of the geographical features, the food, the people and the traditions, a bit of history, some snippets from daily life and practical information for tourists. Do you watch sports online? Next time when you watch a football match or any other sporting event, switch to a broadcaster in the target language.

#### 10.6.3. Listen to a variety of formats and content

Make sure that you listen to different types of recordings. In the examination you may have to listen to dialogues, presentations, announcements, formal and/or informal conversations, arguments or advertisements. Each text type comes with its own intonation, diction and structures, so try to include all of these in your listening practice.

#### 10.6.4. Listen with a purpose

In order to develop your listening skills, don't merely play a recording (of any type) in the target language and assume that the words will somehow end up in your memory. You need to listen with a purpose, i.e. you need to set a task for yourself that you will complete at the end of the listening exercise. Examples of such tasks are a brief summary, a drawing that represents something you have understood, a brief note to a relative explaining why the clip is important, a brief conversation with a character etc.

#### 10.6.5. Design your own questions

You have studied and practised the published instructions that may appear in your final IB listening exam. Practise these further by listening to a recording and designing your own listening comprehension questions, based on the models. You can easily share these questions with a class mate and ask him/her to do the same for you.

#### 10.6.6. Focus on key words

Almost every conversation between two or more human beings will contain questions. Listen carefully for the interrogative (asking) words in the target language: who, where, when, why, what, which, how much etc. Often exam questions will focus on the factual details given in the answers to these questions.

#### 10.6.7. Listen three times

Every exam recording will be played three times. Get into the habit of listening to any practice resources three times also. In this way you will learn not to panic if you don't fully understand a text from the first time. Three rounds of listening will make the text much clearer for you.

# 11. Reading comprehension (Paper 2)

25%

## 11.1. Key information

The Reading Comprehension component (Paper 2) accounts for 25% of the final grade and is assessed according to a mark scheme. There are no assessment criteria for this component.

The Reading Comprehension paper consists of three written passages that cover different topics taken from the five course themes. Following each passage you will find a set of questions relating to the passage. You have one hour to complete this assessment (preceded by five minutes reading time) and you must answer all the questions in the target language.

Generally speaking, every correct answer is worth one mark. For some questions you need to provide two-part answers (eg. ‘true or false’ **plus** a justification) in order to gain the mark. These questions clearly highlight this requirement. There are **[40 marks]** in total.

In the Reading Comprehension assessment you can not really lose marks for grammatical or spelling errors but your answer must of course bear enough resemblance to the ‘correct’ answer in order for the mark to be gained. Practising with a mark scheme will get you used to the expectations in terms of answering Reading Comprehension questions.

**Note :** *If you are studying a language that doesn't use the roman script, and when you find yourself in a situation where you don't know the correct character (Japanese, Mandarin) or spelling (Arabic), then know that it is better to write the word(s) in rōmaji (for Japanese), in pinyin (for Mandarin) or in roman script (for Arabic) than to write nothing at all. Be advised though that you may lose some marks if you resort to this 'second best' option – the expectation is that you answer in the target language.*

## 11.2. About this chapter

This chapter will help you understand how to best prepare for the Reading Comprehension component. As stated before, knowing how to *look for* the answers is just as important as *finding* the answers.

You will get to know the 13 instructions that may appear in your Reading Comprehension assessment. This workbook then provides sample questions for each one of these instructions. You can familiarize yourself with these instructions by answering the questions and checking the Answer Key at the end of this workbook (p. 200).

### 11.3. Using Past Papers

From May 2020 onwards the Reading Comprehension component (Paper 2) takes on a new format and contains a new set of instructions.

It is very likely that during your study you will receive, find, use, practise and complete *past* examination papers. Be advised that any IB Reading Comprehension papers from **before the year 2020** follow the ‘old’ format and have a slightly different set of instructions.

In this chapter we focus only on the 13 instructions that may appear in any examination **from May 2020 onwards**. However, in order to support you in your Reading Comprehension practice and to give you the chance to practise with examination papers from before 2020, we refer you to the comparative instructions table in Appendix 14.5 (p. 202). In addition, in this same Appendix you will find sample exercises for each one of these instructions.

It is essential that you study and fully understand the list of 13 instructions in the target language so as not to misread the instructions on the day of the examination. You will practise each instruction in section 11.5.

### 11.4. Strategies for successfully completing the Reading Comprehension component

#### 11.4.1. Throughout the course :

- Familiarize yourself with the various questions that you should expect in the assessment and make sure that you understand them in the target language.
- Practise the 13 official IB questions by completing section 11.5. of this Workbook – but make sure that you learn to understand them in the target language.
- Practise as much as you can with texts provided by your teacher or with texts that you find yourself. This chapter shows you how to make your own comprehension exercises, which you can easily share with classmates.
- In the Ab Initio course you must understand the word “text” not only as a page full of paragraphs but also audio, visual, audio-visual or written documents such as timetables, posters, advertisements, classified ads, notices, menus, signs with opening and closing hours, blog entries with photos and comment boxes, websites, and the list goes on. Anything that contains information for a reader is a “text”. In the Reading Comprehension examination all the texts are of course written texts.

- Read as much as possible in the target language. The ability to deduce meaning from a context increases through practice, practice and more practice.
- The use of authentic resources in your practice will help you develop your conceptual understanding in the target language – which will come in very handy when you transfer this understanding to the final assessments.
- Rely on your knowledge of vocabulary as well as grammar – this component checks both. In many cases using your grammatical knowledge will help you eliminate some of the answer options, even if you don't understand them all. And vice versa.

#### 11.4.2. Before the examination starts :

- Read the questions during the five minutes reading time and ensure that you understand exactly what you are being asked to do in each question. You should recognize all the questions if you have practised them – in the target language – in section 11.5.
- Study the titles, subtitles and visuals of each text, which will give you a lot of information on the content and format of the texts in question.
- Plan your time. You have 60 minutes to complete this examination. You may be more familiar with some text types or question types than with others, so plan accordingly.

#### 11.4.3. During the examination :

- Manage your time. There are three sections and all questions must be answered. You can not *lose* marks for incorrectly answering a question, so don't leave any blanks.
- Read the questions before you start reading the texts. This will allow you to know what you are looking for, so that you don't spend time trying to understand words or phrases that you don't need in order to answer the questions.
- When reading, underline or circle the key words that relate to the course topics, eg. classified ads for restaurants (Eating and Drinking), shops (Leisure/Neighbourhood), items for sale etc.
- Read every question very carefully and stay focused. If the question states that a particular answer is to be found in Paragraph 1 of the text, then only focus on Paragraph 1. Paragraph numbers or line numbers may be provided, in particular in longer texts. Follow the instructions carefully.

- Often your first impression will be the correct one. Don't overthink each question – this examination component does not intend to 'catch you out'.
- Use your knowledge of other languages. There may be cognates - words that look, sound and mean the same as in the target language, but watch out for 'false friends' (see page 145).
- Use your powers of deduction : from the context you can often correctly guess the meaning of specific words or phrases. You don't have to understand every word in order to understand the message.
- Where applicable, use your grammatical knowledge as much as your vocabulary (gender of nouns, use of tenses, negative structures, use of pronouns etc).
- Answer the questions concisely. Often the question asks for a one-word answer, so don't copy a complete sentence or a full paragraph in the hope that the target word is somewhere in there. You don't have to answer in full sentences unless explicitly stated. If the question asks for one word and you write more than one word in the answer, your answer will be incorrect (even if the correct word is included in what you have written).
- Avoid spending too much time on one particular question. If a question proves difficult, continue with the next ones. Answering further questions will help your understanding of the overall text, thus possibly giving you the answer to the 'difficult' question.
- Don't import knowledge – all the information that you need is in the source texts. Always bear in mind that you are not being assessed on your general knowledge but only on your understanding of the information in the text.
- Similarly, don't provide opinion or interpretation. Stick to the facts, the words, the phrases.
- Use the last ten or fifteen minutes to check your work.
- Make sure that you have answered every question ! There is no negative marking, so you will not get penalized for getting an answer wrong. If at some point you need to guess the answer (eg in multiple choice), then make an educated guess by first eliminating the answer options that are definitely, or almost certainly, incorrect.
- Make sure that your hand-writing is clearly legible. If the examiner can not read what you have written, then you will not get the mark.

Further strategic advice is provided at the bottom of the following question-specific pages.

### 11.5. Your turn

In the following pages, your task is to :

- translate the stated question in the target language;
- where applicable, read the question below the sample paragraph so you know which information will be required and how it needs to be presented;
- read the sample paragraph and search for the correct answer(s) to the question(s);
- answer the question(s) in the correct format (one word, phrase, letter in a box, etc.);
- check your answer against the Answer Key on page 200 of this workbook;
- take note of the strategic comments provided at the bottom of each page.

You will quickly note that you can produce your own questions, of all types, based on any texts you read in the target language. A great way to practise reading comprehension is to turn an unseen text (article, blog, review, poster, timetable etc.) into a set of questions and to challenge a class mate to answer them correctly !

Be advised that the sample texts in the next few pages are much shorter than those in a Paper 2 examination. They only serve to show you what they ask for and how you should answer each question type. Your teacher will provide you with real exam papers and real-length reading comprehension exercises.

1.a. Choose the correct answer.



Re-write this instruction in your target language :

.....  
.....



FOREIGNER TO PLAY FOR SAFARI SPORTS CLUB

By our reporter

Peter Mulder, a player from Belgium, has joined Safari Sports Club for the upcoming Premier League season. Talking to Majira newspaper yesterday after the club's training session, Mulder said that he has decided to join the club after meeting with the Executive Committee. The player, who is left-footed, was accompanied by the club Chairman, Mr Simkola. Before arriving in Tanzania, Mulder played for Mbabane Highlanders in Swaziland. He also played for Manzini Wanderers in the same country and won several national championships and cups.

"I have decided to join Safari Sports Club because I know of the club's status and achievements. I was introduced to the club by one of my colleagues and I have had very productive talks with the club's leadership. I can't wait to get started and to help my new club reach greater heights !", an obviously excited Mulder told our reporter.

Q : This text is ...

- D. an advertisement
- E. a newspaper article
- F. a review
- G. a survey

A :

**Strategic advice**

- answer options are often listed alphabetically. Don't worry if three successive answers in three successive multiple-choice questions are all A, or B ... this is possible !
- look for particular features of the various text types, eg. the name of the reporter, a title and subtitles etc.

1.b. Choose the correct answer.



Re-write this instruction in your target language :

.....  
.....



*“Once upon a time, an ambulant king was making his way along the East Coast of the Korean peninsula. He decided to spend one night next to a lake south of Wonsan. When he woke up the next morning, he became so enchanted with the natural beauty of his abode that he decided to spend three days there. The legend of Samil (“three days”) Lagoon was born.”*

- Q : The main purpose of this text is to ...
- A. encourage the reader to visit the Samil Lagoon this year.
  - B. explain to the reader the origins of the name “Samil Lagoon”.
  - C. persuade the reader that the Samil Lagoon is the most beautiful lagoon in Korea.
  - D. warn the reader about the environmental problems of the Samil Lagoon.

A :

**Strategic advice**

*- look for key verbs that indicate the purpose of the text. The options given include ‘encourage’, ‘explain’, ‘persuade’ and ‘warn’. Each of these purposes comes with a specific vocabulary. For instance, a warning would include words such as ‘beware’, ‘be careful of’, ‘make sure you do not’, etc. An explanation is usually descriptive. Persuasive language is very strong, along the lines of ‘you should’ and ‘join the crowd’ ... It also uses superlatives.*

2.a. Choose the X true statements.



Re-write this instruction in your target language :

.....  
.....



*(In this particular example, one sentence is true. Write the letter corresponding to the correct answer in the box. No example has been given.)*

At 1,638 metres above sea level, Kumgangsan's Piro Peak is the second highest point in Korea. The stunning natural beauty of the "Diamond Mountains", located along the southern coast of the country, is a huge attraction for nature lovers, hikers and bird-watchers alike. Hikes of various lengths and levels of difficulty take the visitors past lagoons, mountain streams, mysterious rock formations, waterfalls, pavilions, temples and viewpoints. Throughout the day the mountains reflect the sunlight, thus creating the optical effect that the rocks are made of shiny diamonds.

Q : Choose the **one** true statement.

- A. In Korea, no mountain is higher than Piro Peak in the Kumgangsan mountain range.
- B. Outdoor enthusiasts can find plenty to do in the Kumgangsan mountain range.
- C. There has never been any human activity in the Kumgangsan mountain range.

A :

**Strategic advice**

- beware of negative statements which regularly occur in this type of exercise
- use elimination if the correct answer is not immediately clear

2.b. Choose the X true statements.



Re-write this instruction in your target language :

.....  
.....



In 1985, the oldest football club in Belgium, the Royal Antwerp Football Club, celebrated its one hundred years of existence. To mark this centenary, and most probably also to boost the attendance in its vast stadium, the club decided to give out free season tickets to all youths under the age of 16. I could not possibly let such an opportunity pass. On an early January morning, some school friends and I braved the snow and the cold and cycled to the stadium office to become one of the first "Centenary Season Ticket" holders. The Bosuil Stadium on the outskirts of the city of Antwerp was at that time Belgium's biggest stadium with a capacity of 68,000 spectators. It had been the venue of several epic Belgium versus Holland matches and was only a 15 kilometre bicycle ride away from home.

Q: Choose the **two** true statements. (2 marks)

- A. A special event took place in 1985. **Example :**
- B. Only youngsters below the age of 16 could obtain season tickets.
- C. The author had company when cycling to the stadium office.
- D. The Bosuil stadium is in the centre of Antwerp.
- E. The winter weather in Belgium can be quite harsh.

**Strategic advice**

- eliminate the answer options that are definitely incorrect
- beware of answer options that contain negative statements
- read for detail – sometimes the answer is in the small words !

**3. Answer the following question(s).**



*Re-write this instruction in your target language :*

.....  
.....



*It was obvious during the recently held African Cup of Nations that Mark Fish was the delight of South Africa's football lovers and the star amongst the twenty-two squad members. The images on our local TV channel clearly showed how the fans cheered vigorously whenever he touched the ball, and chants of 'Fiiish' were all over the airwaves. Mark Fish also displayed amazing silky skills that delighted the millions of fans in the stadiums and around the football-mad country.*

Q : Which words in the text describe the qualities of Mark Fish as a very accomplished footballer ?

A : .....

Q : How were the fans who did not have tickets to the stadiums able to watch the football matches ?

A : .....

**Strategic advice**  
- descriptions are usually achieved by the use of adjectives and nouns  
- pay attention to the interrogative ('asking') words : "which, how"  
- provide brief answers, don't copy full sentences or paragraphs

4. Find the word or phrase in lines X – Y which mean the following.



Re-write this instruction in your target language :

.....  
.....  
.....



*Barcelona Football Club is an institution where the people of Catalunya find their identity, where they feel they belong, and from where they source the strength to express their relative independence from the central government in Madrid. Across the city, youngsters get together and engage in impromptu chanting of the famous “Barça, Barça” battle cry. Football has that sort of an effect on people, and on this late and rather damp autumn evening in the shadows of the Sagrada Familia, footballing perfection is near. What is being displayed on the field is poetry, pure poetry. Poetry against a green background you could say. Just that around these parts, they call it ‘tiki taka’.*

**Example :** ... adolescents ...

..... youngsters .....

1. ... unplanned ...

.....

2. ... not far from ...

.....

**Strategic advice**

- in this type of exercise, expect nouns to be replaced with nouns, adjectives with adjectives, etc. The noun ‘institution’ (Sentence 1) could never be a synonym for the adjective ‘unplanned’ (Question 2).
- remember to look for gender and number (where applicable). A singular noun would normally replace a singular noun. Beware though : ‘youngsters’ could be replaced with ‘the youth’ ...

5. Find the words that complete the following sentences. Answer using the words as they appear in the text/lines X - Y.



Re-write this instruction in your target language :

.....  
.....



*It was obvious during the recently held African Cup of Nations that Mark Fish was the delight of South Africa's football lovers and the star amongst the twenty-two squad members. The images on our local TV channel clearly showed how the fans cheered vigorously whenever he touched the ball, and chants of 'Fiiish' were all over the airwaves. Mark Fish also displayed amazing silky skills that delighted the millions of fans in the stadiums and around the football-mad country.*

Q : The South African team performed very well in the recently held tournament and Mark Fish was the team's undisputed .....

A : .....

**Strategic advice**

- the presence of the article 'the' in the instruction clearly indicates that you are looking for a noun
- stick to the text; the word/phrase that you are looking for is in there
- when the paragraph number or line numbers are given in the question, go straight to that section of the text

6. What do the following words mean in the text ?  
Choose the appropriate words from the list.



Re-write this instruction in your target language :

.....  
.....  
.....



*Barcelona Football Club is an institution where the people of Catalunya find their identity, where they feel they belong, and from where they source the strength to express their relative independence from the central government in Madrid. Across the city, youngsters get together and engage in impromptu chanting of the famous “Barça, Barça” battle cry. Football has that sort of an effect on people, and on this late and rather damp autumn evening in the shadows of the Sagrada Familia, footballing perfection is near. What is being displayed on the field is poetry, pure poetry. Poetry against a green background you could say. Just that around these parts, they call it ‘tiki taka’.*

**Example :** ... youngsters ...

A

1. ... institution ...

2. ... impromptu ...

3. ... in the shadows of ...

- A. ... adolescents ...
- B. ... at the heart of ...
- C. ... impossible ...
- D. ... not far from ...
- E. ... organization ...
- F. ... unplanned ...

**Strategic advice**

- in this type of exercise, expect nouns to be replaced with nouns, adjectives with adjectives, etc. The noun ‘institution’ (Sentence 1) could never be a synonym for ‘not far from’ (Answer D).  
- when you have more than one noun in the answer options, look for gender and number (where applicable). A singular noun would normally replace a singular noun. Beware though : ‘youngsters’ could be replaced with ‘the youth’ ...

7. Choose an appropriate ending from the list that completes each sentence.



Re-write this instruction in your target language :

.....  
.....  
.....



*The Arirang Mass Gymnastics and Artistic Performance*

*The Arirang Mass Gymnastics and Artistic Performance, most often held in the massive Rungrado May Day Stadium, is one of the absolute highlights of a visit to Korea.*

*Most years from early August until around mid-October, around 80,000 dancers and some 20,000 school children perform in what can easily be called the greatest human show on Earth.*

*For ninety minutes, thousands of dancers, gymnasts, athletes and acrobats showcase their artistic and athletic talents in honor of the fatherland, to the delight of the large numbers of visitors and locals who come to witness this incredible event.*

**Example : The Arirang performance ...**

**D**

1. The show is performed ...

2. The event is marked by ...

- A. can be seen all year long.
- B. dance, acrobatics, gymnastics and music.
- C. in front of foreign spectators.
- D. lasts for an hour and a half.

**Strategic advice**

- this exercise looks for meaning and for grammatical understanding. Often a number of answer options will not fit because of grammatical structures. In this example, sentence 1. can not be completed with answer A. – the grammatical structure would be incorrect.
- if in doubt over one or two questions, first eliminate the answer options that are definitely incorrect. For the remaining options, look for key words in the paragraph.

8. Choose an appropriate word from the list that completes each gap in the following text.



Re-write this instruction in your target language :

.....  
.....  
.....



Mount Paekdu (Paekdusan), a dormant volcano that straddles the [ - X - ] between the Republic of China and the Democratic People's Republic of Korea (DPRK), is the highest [ - 1 - ] on the Korean peninsula and a place of huge historical and mythical [ - 2 - ].

The "white-headed mountain" is covered with [ - 3 - ] most of the year and offers stunningly beautiful views to nature enthusiasts. [ - 4 - ] its caldera is one of the world's highest crater lakes, Lake Chon (Heaven Lake). Exactly 2,160 steps lead the visitor from the crater rim to the icy [ - 5 - ], and the return journey up the stairs is a lung-bursting exercise well worth the effort !

behind	border	geology	inside	lake
leaves	mountain	significance	snow	subject

**Example:** [ - X - ] ..... *border* .....

[ - 1 - ] .....

[ - 2 - ] .....

[ - 3 - ] .....

[ - 4 - ] .....

[ - 5 - ] .....

**Strategic advice :**

- decide for each number whether you need a noun or an adverb
- eliminate the lexical options that don't make sense, eg. can geology be icy ?
- beware of false friends and distractors !
- don't re-use the word(s) that was/were used in the example !

9. Choose an appropriate question from the list that completes each gap in the text.



Re-write this instruction in your target language :

.....  
.....



< Question 1 >

"I speak English, French and Spanish and I have just started learning Swahili – this will help me a lot once the training sessions start."

< Question 2 >

"I visited Mount Kilimanjaro, various safari parks, the Ngorongoro Crater and the beautiful island of Zanzibar."

1. <Question 1 >  D

2. <Question 2 >

- A. Which tourist attractions did you visit when you first came to Tanzania ?
- B. Who were your favorite football players when you were young ?
- C. What does it take to become a good football player ?
- D. How will you communicate with your new team mates ?
- E. Which trophies have you won in your life ?

**Strategic advice :**

- look carefully for grammatical clues : if the question includes the pronoun 'you', the answer is likely to include the pronoun 'I' or 'we'
- familiarize yourself with the interrogative (asking) words in the target language : who, when, where, which, why, how much, how long ago ...

10. Choose an appropriate heading from the list that completes each gap in the text.



Re-write this instruction in your target language :

.....  
.....



[

*The epic encounter was played in front of a packed house, as expected. Thousands of fans thronged the stands, sat on the track around the field, and hung off lamp posts and trees outside the stadium. Nobody wanted to miss this clash, and it turned out to be a nail-biter.*

[-1-]

*The first half was a classic affair with both teams trying hard to draw first blood. After about thirty minutes one of our strikers was fouled just outside the penalty area and I immediately jumped up and reminded our players of the many set pieces that we had practised in training. An opportunity presented itself here, right in front of forty thousand spectators and the television cameras...*

*Example: [-X-]*

B

Q: [-1-]

- A. A golden goal-scoring opportunity
- B. The excitement before the start of the match
- C. The fans' reaction to the outcome of the match
- D. The referee takes control

**Strategic advice**

- in this type of exercise, each answer option is likely to contain words that are also mentioned in the text (sometimes as synonyms). Be careful not to conclude too quickly that this is proof of a correct answer !
- the first word of the paragraph is often a clear clue, especially when the subtitles of paragraphs are questions (eg. in an interview)

11. The following statements are either true or false. Tick the correct option then justify it using words as they appear in the text. Both parts are required for [1 mark].



Re-write this instruction in your target language :

.....  
.....



*Mount Paekdu (Paekdusan), a dormant volcano that straddles the border between the Republic of China and the Democratic People’s Republic of Korea (DPRK), is the highest mountain on the Korean peninsula and a place of huge historical and mythical significance.*

*The “white-headed mountain” is covered with snow most of the year and offers stunningly beautiful views to nature enthusiasts. Inside its caldera is one of the world’s highest crater lakes, Lake Chon (Heaven Lake). Exactly 2,160 steps lead the visitor from the crater rim to the icy lake, and the return journey up the stairs is a lung-bursting exercise well worth the effort !*



TRUE FALSE

Q : Volcanic eruptions may occur at any moment on Mount Paekdu.

Justification : .....

**Strategic advice**

- from this long paragraph, you only need to recognize one word in order to answer the instruction. Highlight or underline this word as you read the paragraph
- remember that both parts of the answer must be correct in order to get the mark !

12. To whom or to what do the underlined words refer ?  
Answer using words as they appear in the text.



Re-write this instruction in your target language :

.....  
.....



*"I decided to add my own views to the story of the FIFA ban and to encourage all the stakeholders in Tanzanian football to fully exploit the opportunities that it had availed.*

*The easiest and fastest way to influence public opinion was of course to talk with my loyal reporter friends. They were only too keen to share my insights with the public and printed every word I told them."*

1. ... that it had availed. (line 2)

.....

2. ... every word that I told them. (lines 4-5)

.....

**Strategic advice :**

- there is a lot of information in pronouns : gender (masculine or feminine), number (singular or plural), grammatical function (subject, object, etc.). Analyse them carefully.
- draw a table with all the pronouns and their grammatical function
- don't simply find the 'nearest' corresponding noun. Meaning is just as important as grammatical function !

13. Choose the appropriate statement from the list for each person.



Re-write this instruction in your target language :

.....  
.....



“Today is the day”, Jun-Fan thought to himself.  
He turned around in his bed and looked at the photo of his father on the shelf.  
“Today I am going to make you proud, dad.”  
He got out of bed, opened the curtains, and contemplated the golden sky that announced the start of a beautiful, sunny day.  
“Mom ! Are you up yet ?”  
“Yes darling, I’m in the kitchen. Why don’t you get dressed while I prepare your breakfast.”  
“OK mom !”  
He went into the bathroom and opened the shower. The cold water immediately woke him up, and his thoughts started to drift.  
“No hot water. Why did it have to come to this ? Why me ? Daddy, why did you have to leave us ?”  
The past two years had been very difficult for Jun-Fan and his mother.

- A. “I need to make sure that I don’t burn the food.”
- B. “What a great day to go out !”

- 1. Jun-Fan
- 2. Jun-Fan’s mother

**Strategic advice :**

- this task relies heavily on the extent of your vocabulary in the target language
- look for synonyms or for words from the same course topic
- in languages where the grammar distinguishes between masculine and feminine nouns and agreements, look for grammatical signs that indicate whether the speaker is male or female

### 11.6. A few words about ‘false friends’

‘False friends’ are words that look and sound the same (or almost the same) in two different languages but whose meaning is not the same in the two languages. The unsuspecting student may be tricked into believing that these words are cognates, and easily understood. The classical example reminding language learners to be cautious is the Spanish word ‘embarazada’, which does not mean ‘embarrassed’ but ‘pregnant’ ...

It is important that during your study of a new language, you keep track of such words. They have appeared in IB examination papers and may of course do so again. More often than not, the phrase “too good to be true” can be applied to these words. In other words, if the instruction asks for a synonym of a specific word and one of the options given seems “too good to be true”, then make sure you check the other options and don’t immediately choose the ‘obvious’ one. It may be a ‘false friend’ (and it usually is ...).

Examples of ‘false friends’ are :

Language	“False friend”	Meaning in English
Arabic	qalam قلم	pen, not ‘calm’
French	assister à	to attend, not ‘to help’ or ‘to assist’
German	bekommen	to get or receive, not ‘to become’
Indonesian	air	water, not ‘air’
Italian	camera	room, not ‘photo camera’
Japanese	purinto プリント	a handout or a flyer, not ‘to print’
Malay	rumah	house, not ‘room’
Mandarin	餐厅 “cāntīng”	restaurant, not ‘canteen’
Russian	Магазин	shop, not ‘magazine’
Spanish	enviar	to send, not ‘to envy’
Swahili	juzi	the day before yesterday, not ‘juice’ or ‘juicy’

In your exercise book, draw a table like the one on the next page and throughout the course, keep track of all the ‘false friends’ that you encounter during your study of the target language.



## 12. The Individual Oral

### 12.1. Key information

The oral component (Internal Assessment) accounts for 25% of the final grade and is assessed according to published assessment criteria. The Individual Oral lasts between 7 and 10 minutes and takes place during the final term of your second year.

It is important to note that you will be assessed on your **receptive**, your **productive** and your **interactive** skills. In a communication course, it is equally important to be able to understand questions and statements made in the target language as it is to be able to produce your own questions, answers and statements in the target language.

In Chapters 7 and 8 of this workbook we have illustrated how you can (and probably should !) keep an up to date record of the linguistic and cultural content that you are learning in your Ab Initio course. By the time you reach the final examinations, your Portfolio will contain all the vocabulary, grammar and cultural information that you need in order to successfully navigate the various assessment components.

Your success in the oral component of the course relies heavily on your continued practice of grammar, vocabulary and composition skills. During the Individual Oral your teacher will not surprise you with questions about content that falls outside the remit of the Ab Initio course. Since your Portfolio contains all the questions that you should expect during the oral examination, it will be the perfect resource for your revision and practice.

Referring back to the five major themes and the twenty topics (see p. 12 in Chapter 4), it will be your task to aurally understand and verbally produce content related to these topics.

### 12.2. About this chapter

This chapter shows you how to go about preparing for the three distinct parts of the Individual Oral and how to develop your own visual stimuli for practice (with or without a partner).

This workbook then provides sample visual stimuli and a detailed description of how you can relate these stimuli to the course themes and topics. You will learn how to quickly brainstorm the topics that you can address in your oral presentation whilst ensuring that you exhibit the range of vocabulary, grammar and cultural understanding that you possess by the end of the course.

In the following pages you will :

- familiarize yourself with the three parts of the oral examination;
- study a number of sample visual stimuli and learn how to relate them to the course themes and topics;
- prepare short statements about each visual stimulus, covering a number of topics and showing your proficiency with the vocabulary and grammar of the target language;
- make the connections between the visual stimuli and the information that you have gathered in your Portfolio;
- take note of the suggestions for further practice, provided at the end of this chapter.

You will quickly note that you can produce or find your own visual stimuli on the wide range of topics covered in the Ab Initio course. A great way to practise your oral skills is to select an unseen visual stimulus (a photo, a comic, a picture related to the target culture) and to deliver a two minute oral description that relates to the relevant theme and the target culture. And to make the practice even more authentic, you can invite a target language speaker to ask you further questions about the visual stimulus !

### 12.3. Strategies for successfully completing the Individual Oral

#### 12.3.1. Throughout the course

- In preparation for your oral examination, practise as much as you can with visual stimuli provided by your teacher or with visual stimuli that you find yourself. This chapter will show you how to make your own oral descriptions, which you can also easily share with classmates.
- Throughout your course, speak as much as possible in the target language. Your oral proficiency will increase through practice, practice and practice. Never be afraid of making a mistake ...
- Work on your Portfolio on a regular basis. As soon as a particular question has been addressed in your lessons, write down its equivalent in the target language and develop your detailed and personalized response to that question. Feel free to include visuals in your Portfolio – they may help a lot in remembering key vocabulary and structures related to the topic(s) in question.
- Familiarize yourself with the five course themes and the twenty course topics (four topics per theme).

- Familiarize yourself with the assessment criteria for this component. Remember that the main focus of this examination is establishing effective communication. Even if some small errors occur during the conversation, your main task is to develop two-way communication in the target language.
- Record yourself a few times before your final oral exam. In the exam your teacher will record the full presentation and conversation so you need to get used to seeing a recording device while speaking in the target language.

### 12.3.2. On examination day

#### 12.3.2.a. Preparation (15 minutes)

- At the start of the preparation time for your oral exam you are given a choice of two photos or pictures reflecting two different course themes. You choose one. Your task will be to deliver a presentation of 1-2 minutes, describing what you see in this picture and how this picture relates to the stated theme.
- The visual stimulus will have been labelled in the target language with the theme to which it relates (remember that there are five course themes – can you list them?).
- As a stimulus, the picture gives you a starting point, but you are free to add details that are not immediately visible in the picture. For instance, if you have a visual of a group of youngsters, you may imagine their ages and how they are related to each other (family, friends, school mates etc.). Be mindful though that your presentation must be spontaneous and that it must relate specifically to the theme of the visual stimulus.
- Be reminded that during the preparation time and during the Individual Oral you will not have access to any resources other than the chosen visual stimulus, a blank sheet of paper (for your notes) and a pen.
- Make sure that you don't repeat yourself, as you will not gain credit for saying the same thing twice. For instance, if you have described what one of the people in the picture is wearing, then don't repeat this for the other people in the picture. Instead, focus on other topics related to the chosen theme (for instance their activities, their hobbies, their preferences etc.).
- During the preparation time, write down a couple of key vocabulary words related to the topics in the picture. This is your chance to show how much vocabulary you know and that you know how to use it in the right context and situation.

- Remember to place the visual stimulus in a context where the target language is spoken. Give the people in the picture names that are typical for speakers of the target language. Similarly, mention that the scene takes place in a location where the target language is naturally spoken, even if this is not evident from the image itself.
- Remember that you must not write out complete sentences that you will then simply read out during the recorded oral. Make bullet point notes (maximum 10) related to the theme and topics, the vocabulary, the grammar and the various parts of the visual stimulus.
- Prepare a structure for your presentation. Try to let your presentation flow from one detail to the next rather than jumping all over the visual stimulus and showing little cohesion in your speech. The easiest way to provide this structure is by talking about the visual stimulus as if it were a story.
- If you feel comfortable doing so, then try and include a number of tenses in your oral presentation. For instance, make a comment about what one of the people in the photo did yesterday or last weekend, or about what they are going to do this afternoon or this evening. Remember though to stick to the chosen theme – don't stray too much !
- Use adjectives which allow you to show your knowledge of masculine/feminine and singular/plural agreements in the target language (applicable to most Ab Initio languages);
- Use prepositions of location, including (translate into your target language) :

<b><i>on the left</i></b>	<b><i>in the centre</i></b>	<b><i>on the right</i></b>
<b><i>in the front</i></b>	<b><i>in the middle</i></b>	<b><i>in the background</i></b>
<b><i>next to</i></b>	<b><i>in front of</i></b>	<b><i>behind</i></b>

- Useful phrases for the Part 1 section (translate and study these in the target language prior to your oral exam) :

In this photo/picture we can see ...
In this photo/picture there is/are ...

This photo/picture shows ...
This photo/picture was taken in <location> ... on <day of the week> ...
This photo/picture relates to the theme of ...
The photo/picture that I have in front of me shows ...
I have chosen a photo/picture which shows ...
In the foreground we notice that ...
In the background we can see that ...
I believe that this photo/picture was taken in <place> because ...
The people in the photo/picture seem to ...
This photo/picture makes me think of ...

### 12.3.2.b. The oral exam (10 minutes)

The Individual Oral consists of three distinct parts. During your oral exam your teacher will manage the time. Don't worry when your teacher tells you that it is time to move on from one part of the oral to the next, even when you haven't finished presenting everything you had prepared. Your teacher does this in your best interest.

#### **Part 1 : Presentation**

- In Part 1 of the oral examination you will speak for 1-2 minutes on the details of the visual stimulus. Make sure you provide a brief description of the visual stimulus and that you relate the visual stimulus to the relevant theme from the course (as indicated on the stimulus). Do not try to say everything there is to say about the visual stimulus, but instead, focus on the

main points, with some details, and ensure that you express yourself in a way that is easily understood by the listener.

- During Part 1 of the oral examination, your teacher will not interrupt you. Just keep talking until your teacher announces that it is time to move on to Part 2.
- You must **not** introduce yourself and you must **not** mention the name of your school at the start of your oral examination. Start straight away with your presentation of the visual stimulus.
- Remember to relate your presentation to the target language culture(s).

### **Part 2 : Follow-up discussion**

- In Part 2 of the oral examination your teacher will ask you some follow-up questions about the theme represented by the visual stimulus. This part of the examination lasts for approximately 3-4 minutes and will address some areas that you have not yet mentioned, or seek clarification or further detail on some of the things you have mentioned. You will also demonstrate your understanding and appreciation of the target language culture(s).
- It is likely that your teacher will ask you to make some comparisons with your own culture(s) and experiences.
- Listen very carefully to your teacher's questions. You may rephrase part of the question when you start your answer, for instance :

Q : "What do you think X likes to do in his/her free time ?

A : "I think that in his/her free time, X likes to ... and to ..."

- You must also listen carefully for tenses and time indicators, in case questions are asked about what happened before the photo was taken, or about what will happen later in the day. For instance :

Q : "Why do you think the family are preparing sandwiches and drinks ?

A : "I think that this afternoon they are going to have a picnic on the beach/in the mountains/in the park."

- If you do not understand a question from your teacher, ask for it to be repeated. Add here the correct way to ask someone to repeat a question in your target language :

<p>Q : Excuse me, can you repeat the question please ?</p> <p>&lt;in target language&gt;</p> <p>.....</p> <p>.....</p>
--

### Part 3 : General discussion

- At the start of Part 3 of the oral examination, your teacher will signal that you are moving to this final section. This section will last for 3-4 minutes.
- You will discuss **at least one additional theme**. Again, your teacher will ask some open-ended questions that will allow you to clarify your understanding of this theme and its connections with the target language culture(s). Feel free to relate your response to your own culture(s) and experience(s).
- Your personal Portfolio will contain many of the questions your teacher can ask you, and you will have prepared and rehearsed your personalized answers in great detail.
- During this final part of the oral examination, you must try your best to show a broad range of vocabulary and a good command of grammatical structures and idiomatic expressions. You must also ensure that you speak convincingly and enthusiastically. Don't simply give answers to the questions asked – show some emotion and make it clear that you have an effective command of the target language.
- Even if some of the questions can be answered with a simple 'yes' or 'no', always make sure that you provide a full-sentence answer, or even a couple of sentences. Take the initiative in the conversation and see each question as an opportunity to provide a detailed answer that illustrates your proficiency in the target language.
- The advice provided in Part 2 about rephrasing the questions in order to start your answers applies to this section as well.
- Continue talking until your teacher asks you the next question. In the ten minutes of your oral examination, you need to take centre stage and show how proficient you have become in the target language. It is better to say too much than too little !
- Where appropriate and within your discussion of the theme, you may also ask your teacher a question. Part 3 of the Individual Oral is a general discussion, not an interrogation. For

instance, when you are discussing ways to protect the environment in your school, you can make a suggestion about adding more recycling bins and ask your teacher whether he or she thinks that the Principal would agree to this. Or, when you are discussing certain food items from the target culture that you enjoy eating, you may ask your teacher whether he or she also enjoys these food items. Make sure though that you don't take over the role of the teacher. Don't counter every question that your teacher asks you with a question of your own !

- You are not assessed on the 'truth'. If your father's job or your sister's chosen course of study is difficult to explain in the target language, feel free to make up a new (and easier) 'truth'.
- Don't try to make up new structures or invent new words during the oral examination. Stick to what you know well and what you have prepared prior to the examination.
- Remember not to repeat what you have already said. Your teacher will be looking for new information, possibly with extended vocabulary and/or grammar.
- Use your grammatical knowledge as much as your vocabulary (gender of nouns, use of tenses, negative structures, use of pronouns etc).
- You will find that the ten minutes of the Individual Oral fly by. Make sure you show your proficiency and your ease with the target language, so that you can leave the examination room with the feeling that you have given it your best shot !
- Remember that your teacher is not allowed to pause or interrupt the recording. Once the oral exam starts the recording will run for ten minutes. Don't waste precious time.

#### 12.4. The visual stimulus

- A good visual stimulus will allow you to talk in detail about one of the five themes of the Ab Initio course. It will typically show a scene where people are being active in a daily situation. The visual stimulus will show a typical scene from a location where the target language is spoken, and any words that appear in the visual stimulus will be in the target language.
- Your teacher will have written the main theme of the visual stimulus on it – in the target language.
- As you know, each theme in the Ab Initio course consists of four topics. Make sure that you know what the topics are for each theme. In that way, when you pick a visual stimulus with the label 'Identities', you know that you should discuss the topics of Personal Appearance, Personal Relationships, Eating and Drinking, and Physical Well-being. You may also refer to other course topics but you should, at the very least, cover most of the topics that belong to 'Identities'.

- As a reminder, these are the five themes and twenty topics in the Ab Initio syllabus :

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily Routines	Transpo	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical Geography
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical Well	Festivals and	Technology	Social Issues	Global Is

### 12.5. Your turn

- In the following pages you will be taken through the process of ‘reading’ a visual stimulus, preparing what to say about it, and developing your answers to the fullest.
- By the end of this exercise, you will be able to develop and read your own visual stimuli, which you can make yourself or find online. In fact, simply browsing through your own and your friends’ online blogs, Facebook pages and Instagram accounts will provide you with plenty of useful visual stimuli that you can practise talking about ...

## Sample A

Study this photo carefully :



Theme : **'Social organization'**

(The full color version of this photo can be seen here : <http://www.ronnymintjens.com/the-individual-oral.html> )

Topics addressed in this photo :

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily Routines	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Enterta	Education	Physical Geography
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical Well	Festivals and	Technology	Social Issues	Global Issues

Presentation notes :

This photo allows you to describe :

- where in the world it may have been taken (target culture location);
- how many ladies there are and where exactly they are;
- the daily activities of the ladies who produce and sell handicrafts at the market;
- a typical day in the life of one of the ladies (home, family, children, pastimes, ...)

- the way the ladies are dressed, the colorful outfits they wear, the items they bring with them to the market (water bottle, bags with products, ...);
- the relationships between the ladies (relatives, neighbours, friends, colleagues, ...);
- the sense of camaraderie and community spirit shown in the photo (what are the ladies talking and laughing about ?);
- the market and other services around town in the target culture(s);
- the day of the week on which markets normally open;
- the weather, and how it affects the activities, the clothing;
- the fact that tourists like to shop in markets in many countries, and that the ladies are catering for the tourists as well as for the local population;
- the jobs that the ladies carry out, the training they have undergone, the skills they have, and where they have learned them;
- the fact that the ladies leave their home and their children every morning to go and earn money at the local market in town/in the city;
- the impact of tourism on local communities, the need for rural populations to earn money off tourist activities and interests;
- etc.

By extension :

- describe the family of one of the ladies (husband, children, home, where they live, what the husband does, what the children study, ...);
- describe the way in which one of the ladies traveled from her home to the market place this morning (past tense), and what she will do with the money at the end of the market day (future tense);
- <add your own ideas>

Your sample notes :

- <add your own notes>

## Sample B



### Theme : 'Experiences'

(The full color version of this photo can be seen here : <http://www.ronnymintjens.com/the-individual-oral.html> )

Topics addressed in this photo (highlighted) :

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily Routines	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical Geography
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical Well	Festivals and Celebrations	Technology	Social Issues	Global Issues

### Presentation notes :

This photo allows you to describe :

- where in the world it may have been taken (target culture location);
- a typical Saturday in the life of these youngsters;
- the various members of the group and how they like to spend their holidays or leisure time;
- <add your own notes>

By extension :

- describe the ways in which social media and technology seem to play a major role in the lives of young people, as evidenced by the fact that many of the youngsters in the visual stimulus are using their mobile phones whilst on a ‘social’ outing;
- <add your own ideas>

Your sample notes :

- <add your own notes>

## Sample C



### Theme : 'Identities'

(The full color version of this photo can be seen here : <http://www.ronnymintjens.com/the-individual-oral.html> )

Topics addressed in this photo (at least nine topics, please highlight them) :

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily Routines	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical G
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical Well	Festivals and	Technology	Social Issues	Global Issues

Presentation notes :

This photo allows you to describe :

- <add your own notes>

By extension :

- <add your own ideas>

Your sample notes :

- <add your own notes>

## 12.6. Further suggestions on how to prepare and practise for your oral exam

Besides keeping your Portfolio up to date and preparing a detailed answer to every question, there are a number of other excellent ways to work on your oral proficiency and on your aural comprehension.

### 12.6.1. Role-plays

Role-plays make your practice interactive and engaging. Find a class mate or a language buddy who can help you plan and perform role-plays on the many topics that the course covers. Role-plays will help you not only with your aural and oral skills, but also with vocabulary and grammar reinforcement. On the day of your Composition (Paper 1) examination, you may well remember a role-play that you carried out with a good friend – all you need to do now is write it out and adapt it to the examination question ...

Here are some sample situations you can explore (fill in the course topics covered in each one of these role-plays) :

#### **1. Number of participants : 2 - 4**

You are two (or three, or four) friends who have not seen each other for several years and who now meet at a class reunion. Have a dialogue about what you have been doing for the past few years – where you have been, what and where you have studied or worked, what you have achieved, what happened to you one day. You will also talk about your family, common friends from the past, and what you plan to do in the near future.

*Topics covered :*

1. <education>
2. <the workplace>
3. <personal relationships>
4. <etc>

**2. Number of participants : 2 - 3**

You are an adolescent who talks with his/her father/mother/parents about his/her future studies and possible career choices. Discuss the pros and cons of the various options (job opportunities, will you be able to study in your home town or do you have to go abroad, will you earn enough money for yourself, ...), and decide together on your future plans. You don't have to agree on everything !

*Topics covered :*

- 1. ....
- 2. ....
- 3. ....

**3. Number of participants : 2**

Two pen-pals meet for the first time, and one of the two visits the school of the other. Conduct the conversation that takes place during the tour and compare this school with the visitor's school.

*Topics covered :*

- 1. ....
- 2. ....
- 3. ....

**4. Number of participants : 2**

You are interested in a holiday job. Carry out the telephone conversation with the manager of the organisation/institution/business that you want to work for. Try to convince the manager that you are the strongest candidate for the position that has been advertised. The manager asks you questions on your background, your education, your experience, your interests and your motivation to apply for this job.

*Topics covered :*

- 1. ....
- 2. ....
- 3. ....

**5. Number of participants : 2 - 4**

You are two tourists who meet for the first time in a holiday club/resort. Talk about your respective families, your countries, your favorite pastimes etc.

*Topics covered :*

1. ....
2. ....
3. ....

**6. Number of participants : 2 - 4**

You are friends who have just spent the holidays in different countries. Talk about how you have enjoyed the holidays, what the countries/towns were like, what you did there, what you liked and didn't like, and compare your experiences with each other.

*Topics covered :*

1. ....
2. ....
3. ....

**7. Number of participants : 2**

You are two friends and it is Friday morning. Make plans for the weekend. There will be differences in opinion. Explain why you like or don't like certain suggestions, and try to come to a compromise so that you can spend the weekend together.

*Topics covered :*

1. ....
2. ....
3. ....

**8. Number of participants : 2**

You are a journalist and you interview a famous person (actor, actress, singer, sports personality, politician, ...). Conduct the interview and find information that your readers or listeners will find interesting.

*Topics covered :*

1. ....
2. ....
3. ....

### 12.6.2. Commercials

A great way to get a conversation going with a friend or a small group of friends is to watch a commercial on TV or online. Every commercial will contain a few references to course topics, which you can then discuss.

For instance, after watching a commercial for a popular soft drink, you can discuss :

- what the people in the commercial are doing (playing sports, spending a day at the beach, ...)
- what they are wearing
- what they like to eat and drink
- how old they are
- what their relationships are
- what the weather is like
- how much the product costs
- where we can buy the product
- how often you and your family use this product
- etc.

Each one of these points can then be made personal : once you have discussed that the people in the commercial are playing football on a Saturday afternoon, you can ask each other what everyone in your group likes to do during the weekend, whether anyone else likes to play football, what everyone's favorite sport is, which teams everyone likes etc. The options are endless !

## 12.7. The teacher's dos and don'ts for the Individual Oral



The teacher plays an extremely important role in the Individual Oral. This is the only examination component where the teacher is not only present in the examination room but also where the teacher ensures that the different parts of the Individual Oral are properly covered and completed.

In order to ensure that the best possible conditions for success are provided to every student, consult the following list of **dos** and **don'ts** that teachers as well as students need to study and discuss prior to the final oral exam.

This list complements the instructions and advice provided in the Language Ab Initio guide and in the Teacher Support Materials.



Prior to the Individual Oral exam, do :

-  conduct mock orals throughout the course, starting with two or three-minute long conversations and gradually moving on to more sustained discussions. Before the final Individual Oral, conduct a full mock oral exam and provide qualitative feedback to the students;
-  train your students to discuss the relevant theme of the visual stimulus and to show their understanding of the target culture(s);
-  prepare a broad set of appropriate visual stimuli that allow the students to speak in detail about aspects of the target language culture(s);
-  prepare a list of questions related to each of the five course themes. This list can be extracted from this workbook or from the language-specific Ab Initio Portfolio (in the target language or taken from the English portfolio and translated – see back pages for details);
-  prepare a quiet and comfortable preparation and exam venue;

- ✚ give your students enough notice of the date and time of their oral exam;
- ✚ inform the school community of the days and times during which the oral exams take place and make sure that there are no disturbances and no maintenance or construction works going on in the vicinity;

During the Individual Oral exam, do :

- ✚ ask the students to describe the visual stimulus without first introducing themselves;
- ✚ state explicitly when you move from one section of the Individual Oral to the next;
- ✚ respect the timings of each part of the Individual Oral;
- ✚ speak clearly, sound friendly and encouraging , use ‘ab initio’ language;
- ✚ provide the students with opportunities to explore different topics and ask relevant questions. Within the discussion of a theme, dig a little bit deeper into the students’ understanding of the theme and into their ability to relate it to the target language culture(s) as well as their own;
- ✚ paraphrase your question if the students can not answer it at first. If they continue to struggle, move on to another question;
- ✚ try to establish an authentic conversation or dialogue, not an interrogation;
- ✚ ask open questions and give the students the time and the chance to develop their ideas and their answers;
- ✚ remember that the students are in the Ab Initio course. If you also teach Language B, be aware of the boundaries between the two courses.



Prior to the Individual Oral exam, don't :

- ✚ use the same visual stimuli in the mock exam and in the final exam;
- ✚ include a lot of language in the visual stimulus;
- ✚ show the visual stimuli to the students;

During the Individual Oral exam, don't :

- ✚ identify the students or the school in the recording;

- ✚ lose track of the timing;
- ✚ ask closed questions;
- ✚ ask long questions – get to the point quickly and let the students speak;
- ✚ ask questions that are clearly above the level of the students;
- ✚ correct the students' mistakes;
- ✚ interrupt the students in the middle of a sentence;
- ✚ restrict the students to simple questions and answers – let them demonstrate their full repertoire of vocabulary, grammar and international-mindedness;
- ✚ repeat questions from the Follow-Up discussion in the General Discussion;
- ✚ interfere with the students' presentation by making sounds of acknowledgement or agreement ('eh heh' or 'mm mm');
- ✚ dominate the conversation. Make short contributions and let the students do the talking as much as possible;
- ✚ offer your own opinion unless the students ask for it (but answer briefly !);
- ✚ use any language other than the target language;
- ✚ allow students to answer in a language other than the target language;
- ✚ take notes while the students are talking;
- ✚ eat or drink, check emails or answer your phone during the oral exam;
- ✚ ask sensitive questions (about the students' adherence to school rules, or about their personal life).

## 13. Learning a foreign language

Learning a foreign language is an investment for life. Apart from your lessons, your homework and your tests, there are plenty of ways in which you can help yourself and become proficient in the target language in a short period of time. In this chapter we want to share with you some of the best strategies to practise on a very regular basis, without the pressure of assessments or grades.

### 13.1. Music

Everybody loves music, and you can learn a lot of vocabulary and many useful phrases from listening to and singing along with some of the most popular tunes in the target language. From your favorite Disney sing-alongs to the latest hits, everything is available online at the click of a button. Get a few friends together and render your own version of famous songs related to festivals and festivities (birthdays, Christmas, lullabies, ...)

### 13.2. Movies

Many popular movies are now available in different languages, with or without subtitles. Watch a movie in the target language and try to understand as much as possible, if needed with the use of subtitles. Watching a movie that you already know, in the target language, will facilitate comprehension and allow you to focus on the language rather than on the action. When watching a movie in English, switch on the target language subtitles. Every word that you catch is a victory ! And of course, make a list of some of the catch phrases in the movie : “I’ll be back”, “Let it go”, “You can’t handle the truth !”.

### 13.3. Radio

Listening to the radio in the target language, online or in real time, is one of the most beneficial ways to improve your aural comprehension. Follow the news bulletins, listen to the commercials, find out what time it is, what is happening in the world, and who won the latest football matches. The repetitive nature of news bulletins in particular will allow you to expand your vocabulary faster than you think.

### 13.4. Television

News bulletins, popular shows, talent searches, sports events ... no matter what you like to watch most, your understanding of the target language will be greatly aided by the visual nature of the medium of television. Most TV channels are now freely accessible online. A wide range of TV

programs will also provide you with an insight in the cultures associated with the target language (soap operas, documentaries, news bulletins ...).

### 13.5. Online resources

You probably spend some time each day online. Why not change your Facebook page to the target language ? And then do the same with Twitter, Instagram, SnapChat, your email account etc. Check out the tweets and updates of famous people whose first language is your target language. Beware that they may use slang – however, you should soon be able to get the main message.

Almost all countries and regions in the world have official websites dedicated to culture, language, traditions, tourism etc. From time to time, browse through some of these websites and learn what each country has in store for visitors and locals alike.

Many international organisations also have websites in various languages. Take some time to find out what the latest projects of Unesco or National Geographic are. Check what's for sale on eBay or Amazon.

### 13.6. At home and in your community

In the global village that we live in, chances are that there are a good number of target language speakers in your community (school, town, region, country). Be proactive and link up with them – your regular interaction will see you make great strides in the language, and they will appreciate the fact that you are interested in their language and culture.

When did you last visit a restaurant that specializes in dishes from the target language culture(s) ? When you do, take a picture of the menu, try and order in the target language, and ask for the bill using what you have learned in class. The owner of the restaurant may treat you to a free drink !

One of the oldest (but also one of the best) strategies is to use post-it notes to label places and items around the house. Repeated exposure to the vocabulary will help you learn almost effortlessly, and soon all your family members will also know these words in the target language !

### 13.7. Read, read, read ...

Magazines, newspapers, articles and readers of all levels and for all ages are easily accessible online and in print. Look up publications that have articles that you are interested in, and just read, read and then read some more. There is no substitute for practice, and nowadays we can't claim any longer that

“there is nothing interesting to read” ... Ask your teacher for some recommendations of resources in the target language.

### 13.8. Note-taking

You are probably allowed, or even required, to use laptops in your classes. Nothing wrong with that, but research shows that note-taking by hand, with pen and paper, helps our assimilation of new content, spelling and grammar. Ask your teacher if you can please use a notebook and a pen in class, and write down what is being taught. As stated in the opening pages of this workbook, we encourage you to write in the target language as much as possible, to hand-write your answers to the Portfolio questions and during your Paper 1 writing practice. Once you have written down the vocabulary, the grammar, the sentences and the paragraphs, you will find it easier to recall these later on, including during your final examinations.

### 13.9. Drills

Last but not least, the good old ‘language drills’ deserve a mention. These are probably not the most exciting way to learn a language, but they will show you how much and how fast you are learning. Language drills bear results almost immediately. Moreover, language drills will quickly help you see patterns and structures in the target language. One example of a written drill (which can also be done orally) is provided in this chapter. On the next page, have a look at how you can practise your verb conjugations in a systematic and effective manner. In the top row, simply write the tenses that you have studied in your target language (they are not necessarily the same as the English tenses), and then choose a verb and a subject, and start conjugating. Don’t forget to also include irregular verbs, where applicable !

It is very easy to find free websites where you can practise your vocabulary and grammar in the target language. Ask your teacher for suggestions, do a simple online search, or find some examples of useful sites here : <http://www.ronnymintjens.com/useful-websites.html>

Infinitive	Subject	Simple Present	Present Continuous	Near Future	Simple Future	Recent Past	Imperfect	Simple Past	Perfect Tense
to sing	I	sing	am singing	am going to sing	will sing	have just sung	was singing	sang	have sung
to eat	she	is	is eating	is going to eat	will eat	has just eaten	was eating	ate	has eaten

## 14. Appendices

### 14.1. Assessments – Key terms explained

**Paper 1** – Composition, Writing, Productive Skills (once on-screen marking becomes the norm, this assessment will also be called ‘Assessment 1’)

**Paper 2** – Listening Comprehension and Reading Comprehension (once on-screen marking becomes the norm, this assessment will also be called ‘Assessment 2’)

14.2. Further practice on text types and conceptual understandings

In this section you will find Composition paper sample instructions from **before the May 2020 examinations**. In these instructions the text type is prescribed and a format is given.

Be reminded that from the 2020 examinations onwards this will not be the case. You will be required to select the most appropriate text type from a choice of three.

Use the below samples to further familiarize yourself with the various text types and their conventions. This will help you understand your conceptual understandings of audience, context and purpose.

There are two sections, A and B.

Section A

<b>Blog</b>	<b>Diary</b>	<b>Email</b>	<b>Invitation</b>
<b>List</b>	<b>Message/Note</b>	<b>Personal Letter</b>	<b>Postcard</b>
<b>Social Media posting/chat room</b>			

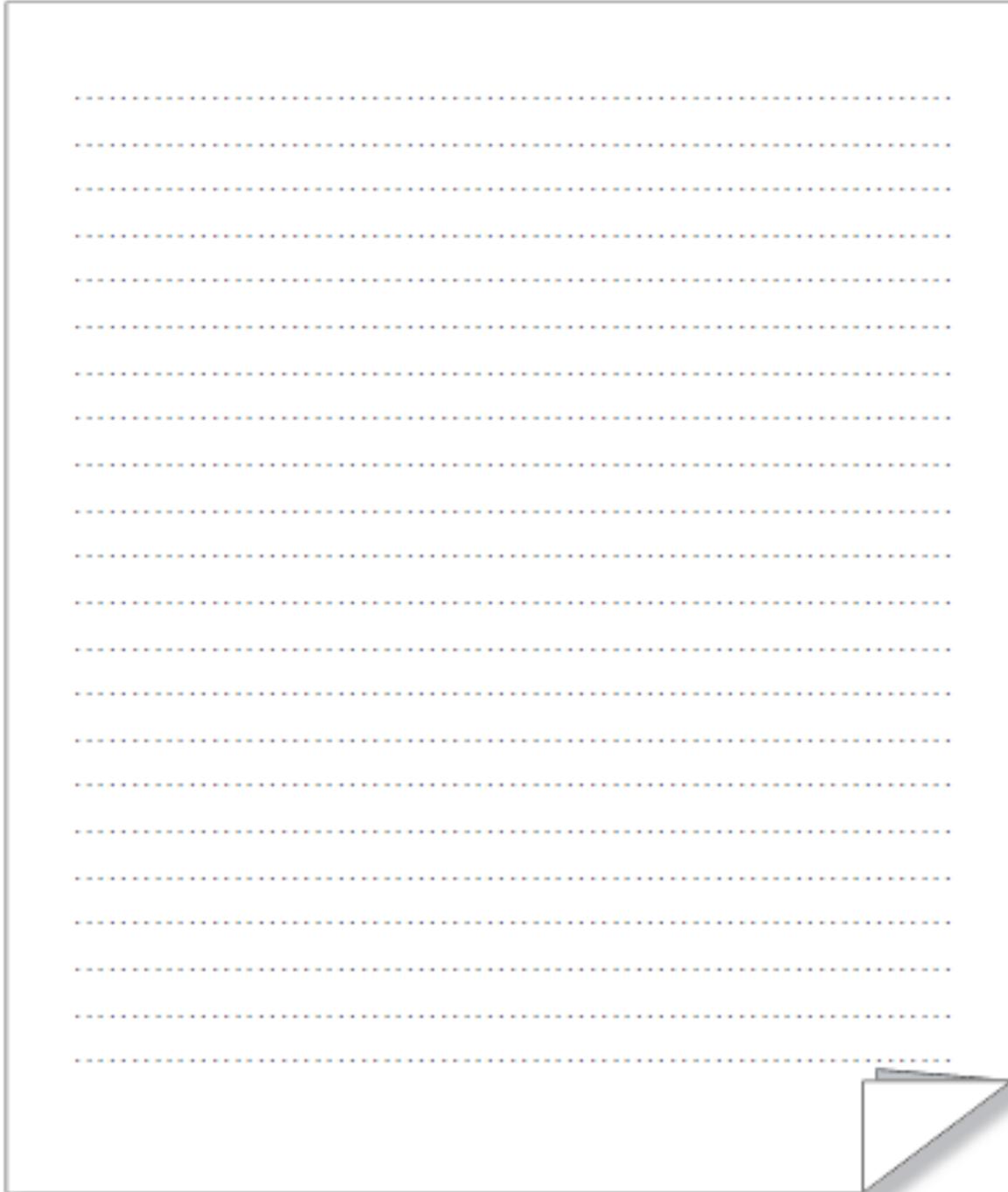
Sample instruction 1 - **BLOG**

Every month your International Baccalaureate <target language> class posts messages on a blog for a class in a <target language> speaking country. This month your teacher has suggested that you write about your school. You mention the length of the school day, the courses and activities offered and why you think your school is a good place to study. Write the **blog entry**.

The image shows a screenshot of a social media or blog interface. At the top, there is a navigation bar with the words "compose" and "preview" in a stylized font. To the right of this bar is a search box with the word "Search" inside. Below the navigation bar is a vertical menu with several options, each preceded by a small icon: "invite a friend", "write a message", "send to a friend", "invite to a group", "report abuse", "Comments:", "Recent post:", and "Recent photos:". The main area of the interface is a large writing space with horizontal dotted lines for text entry.

Sample instruction 2 - DIARY

You have decided to no longer eat and drink things that are bad for your health. You write in your **diary** why you have taken this decision, what you are going to do in order to change your eating and drinking habits, and what you think and hope the benefits of this change will be.



Sample instruction 3 : EMAIL

You have just returned from a visit to your <target language> correspondent's family. You write to thank them for their welcome and invite them to visit you. You explain what you enjoyed most in their country and what they will see and do when they visit your country. Write the **email**.

The image shows a simulated email composition window. At the top, there is a header area with a label 'Attention:' followed by a dropdown menu and a small square icon. Below this is a large empty rectangular box. To the right of this box is a button labeled 'NORMAL'. Below the header area is a 'Subject:' label followed by a long horizontal text input field. Below the subject field is a horizontal ruler with numbers from 1 to 20. The main body of the window is a large rectangular area filled with horizontal dotted lines for writing.

Sample instruction 4 : INVITATION

Next weekend you will turn eighteen years old and you organise a big dress-up party to celebrate your birthday. Write an **invitation** to your friends. You must mention :

- where and on which day the party will be held
- at what time the party will start
- who is invited
- what the first prize will be for the best-dressed person

A large rectangular box with a folded top-right corner, containing horizontal dotted lines for writing an invitation.

Sample instruction 5 : LIST

Your class is going to make an excursion into the city, and you have been asked to prepare a **list** with things to do in order to prepare well for this trip. You must mention :

- where and when the excursion will take place
- what to wear
- what to bring and what not to bring
- what to do in preparation for and during the trip

A large rectangular box with a folded top-right corner, containing horizontal dotted lines for writing.

Sample instruction 6 : MESSAGE

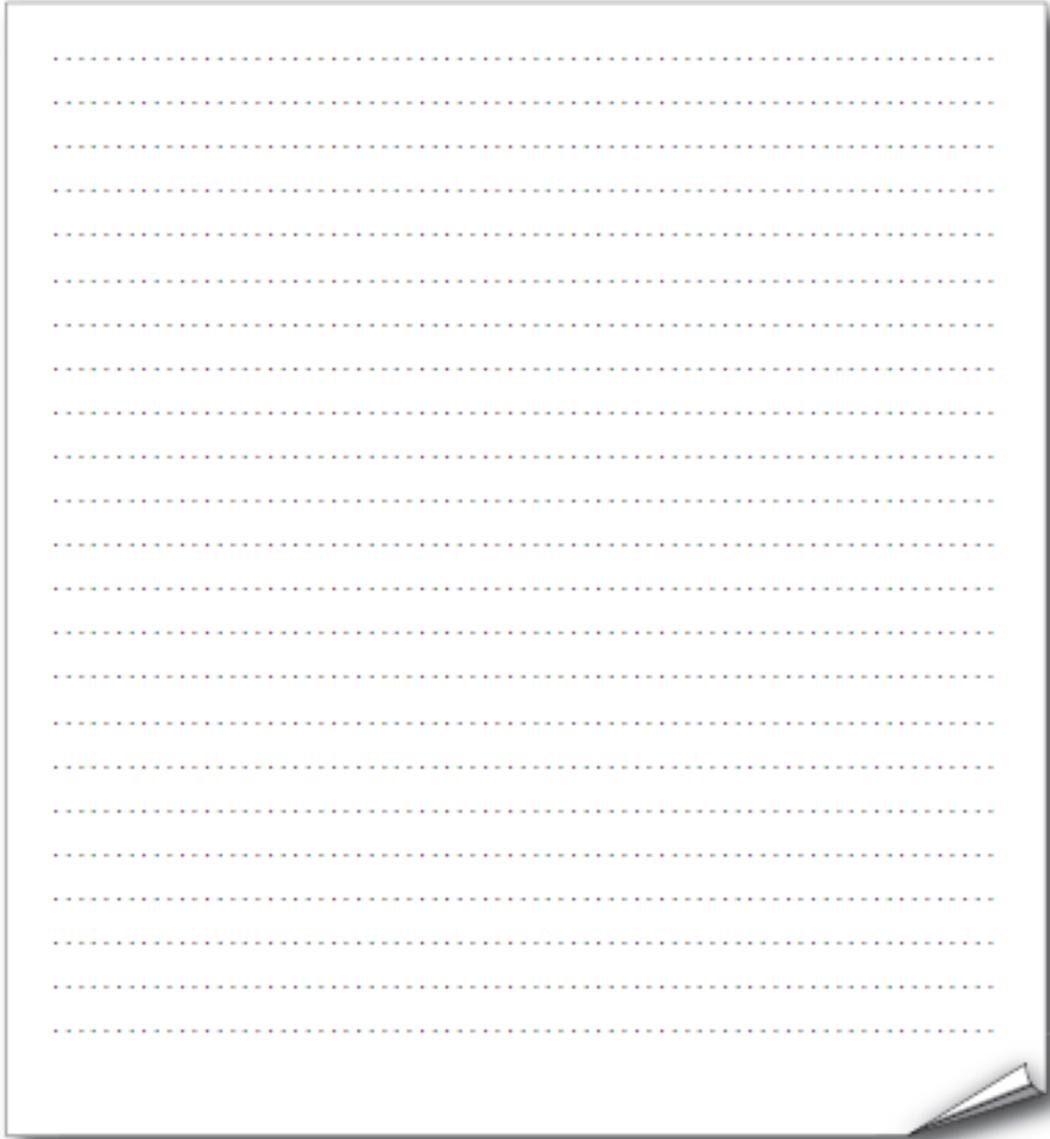
Your brother's friend has called to invite your brother for dinner in the city. Your brother was not at home and you have answered the phone. You leave a **message** that your brother will find when he returns home. You must mention :

- who has called
- why (s)he called
- where and at what time (s)he proposes to meet your brother
- how your brother can contact him/her in order to confirm the dinner

A large rectangular box with a dotted line for writing, pinned to a surface with two pushpins at the top corners and a curled corner at the bottom right.

Sample instruction 7 : PERSONAL LETTER (INFORMAL)

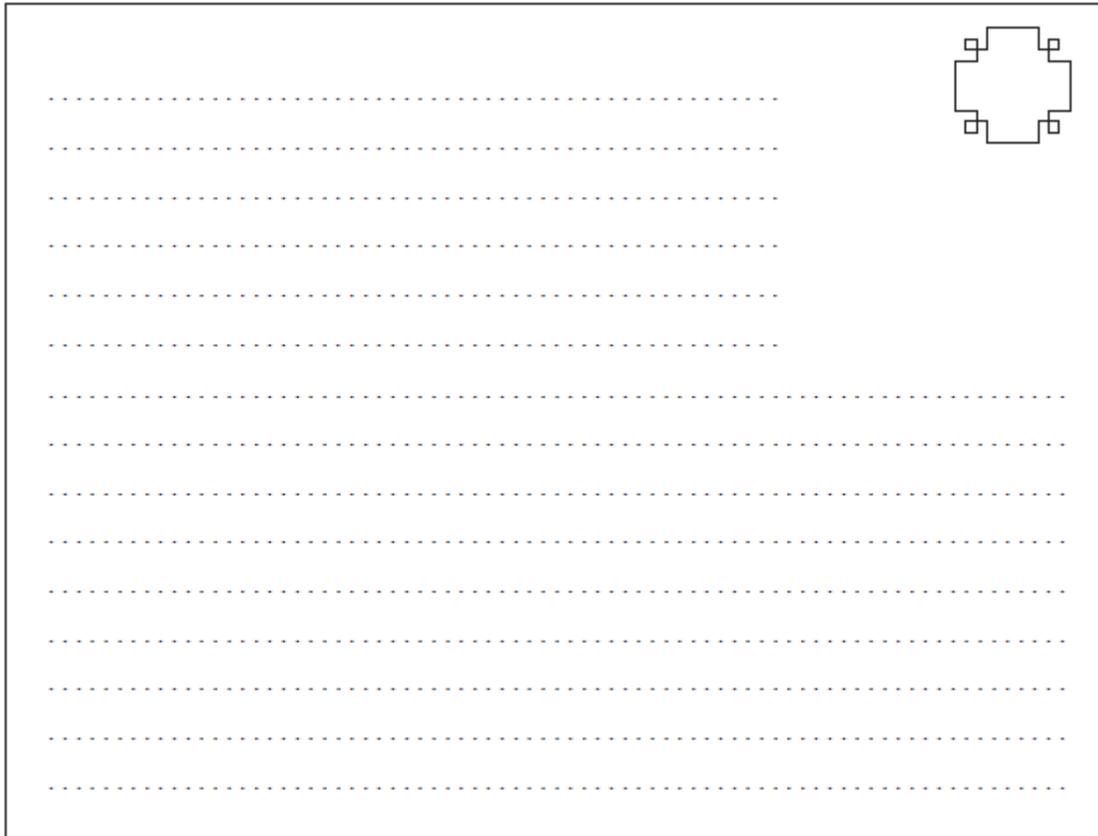
You have just completed a stay in a host family in a target language country. Write an informal **letter** to your friend, telling him/her about the family and about your experiences, and encouraging him/her to do the same next year.

A large rectangular area with horizontal dotted lines for writing, resembling a sheet of paper with a folded bottom-right corner.

Sample instruction 8 : POSTCARD

You are in a <target language>-speaking country and taking a course to improve your proficiency in the language. Write a **postcard** to your best friend. You must include :

- in which country you are
- with whom you are staying
- for how long you will be staying there
- what you do in your free time
- what you think about the language course you are taking



Sample instruction 9 : **SOCIAL MEDIA POSTING/CHAT ROOM**

Each week, you write something in your **personal blog**. Today, you are going to write about your teachers : describe the personality and the characteristics of your ideal teacher. You say what you think about your teachers and why you would or would not want to be a teacher one day.

The image shows a social media composition screen. At the top, there is a grey bar containing a 'compose' button, a 'preview' button, a search bar, and a 'Search' button. Below this bar is a dropdown menu with the following options: 'invite a friend' (with a smiley face icon), 'write a message' (with an envelope icon), 'send to a friend' (with a hand icon), 'invite a group' (with a group of people icon), 'report abuse' (with a sad face icon), 'Comments:', 'Recent post:', and 'Recent photos:'. The main content area is a large white space with horizontal dotted lines for writing.

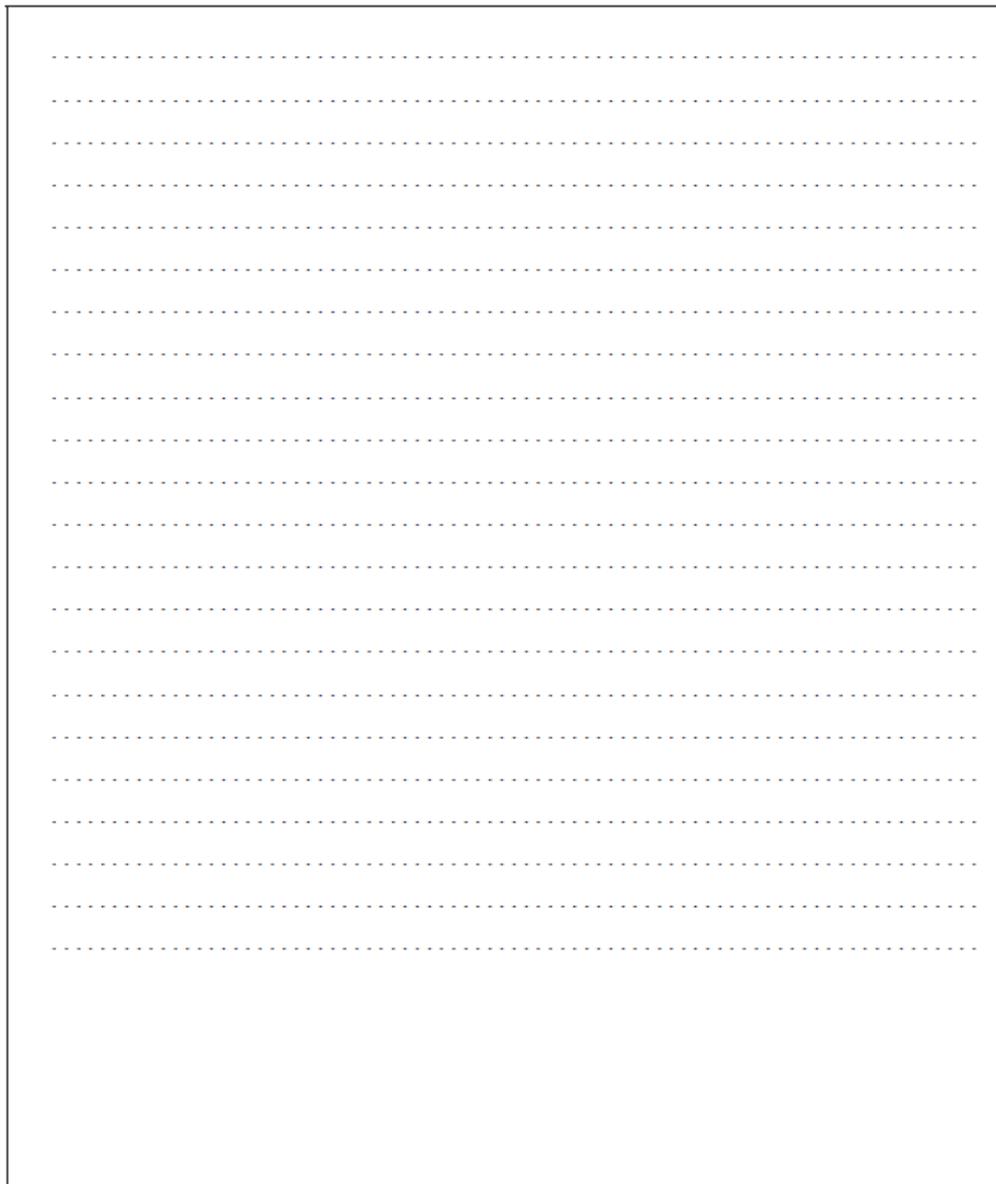
Section B

<b>Advertisement</b>	<b>Article</b>	<b>Blog</b>	<b>Brochure</b>
<b>Email</b>	<b>Essay</b>	<b>Formal letter</b>	<b>Interview</b>
<b>Menu</b>	<b>Notice</b>	<b>Poster</b>	<b>Report</b>
<b>Review</b>	<b>Social media posting</b>	<b>Speech</b>	

Sample instruction 10 : ADVERTISEMENT

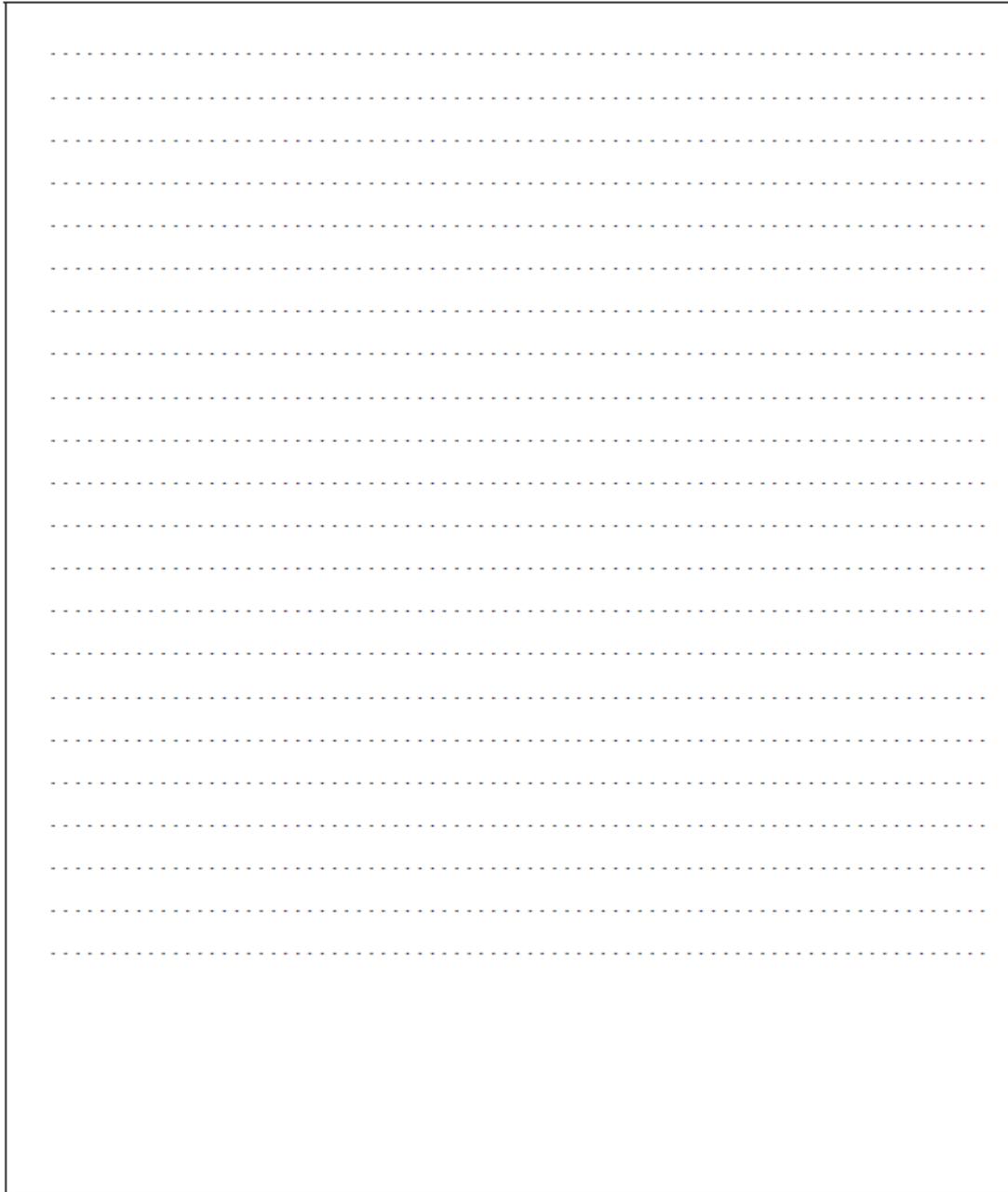
You are in charge of the movie club at the youth center in your town. In order to encourage more youngsters to become members of the club, you put an **ad** in the local newspaper. Write this **ad**. You must mention :

- who can become a member and how much it costs
- where and when the club meetings take place
- at least two activities offered by the club

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the box, providing a guide for the student's advertisement.

Sample instruction 11 : **ARTICLE**

You have discovered an environmental problem in your neighbourhood. You write an **article** about it in the local newspaper. In this article you describe the problem and you indicate the possible causes of the problem. You explain also what needs to be done in order to resolve it.

A large rectangular box with a solid black border, containing 25 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the box.

Sample instruction 12 : **BLOG**

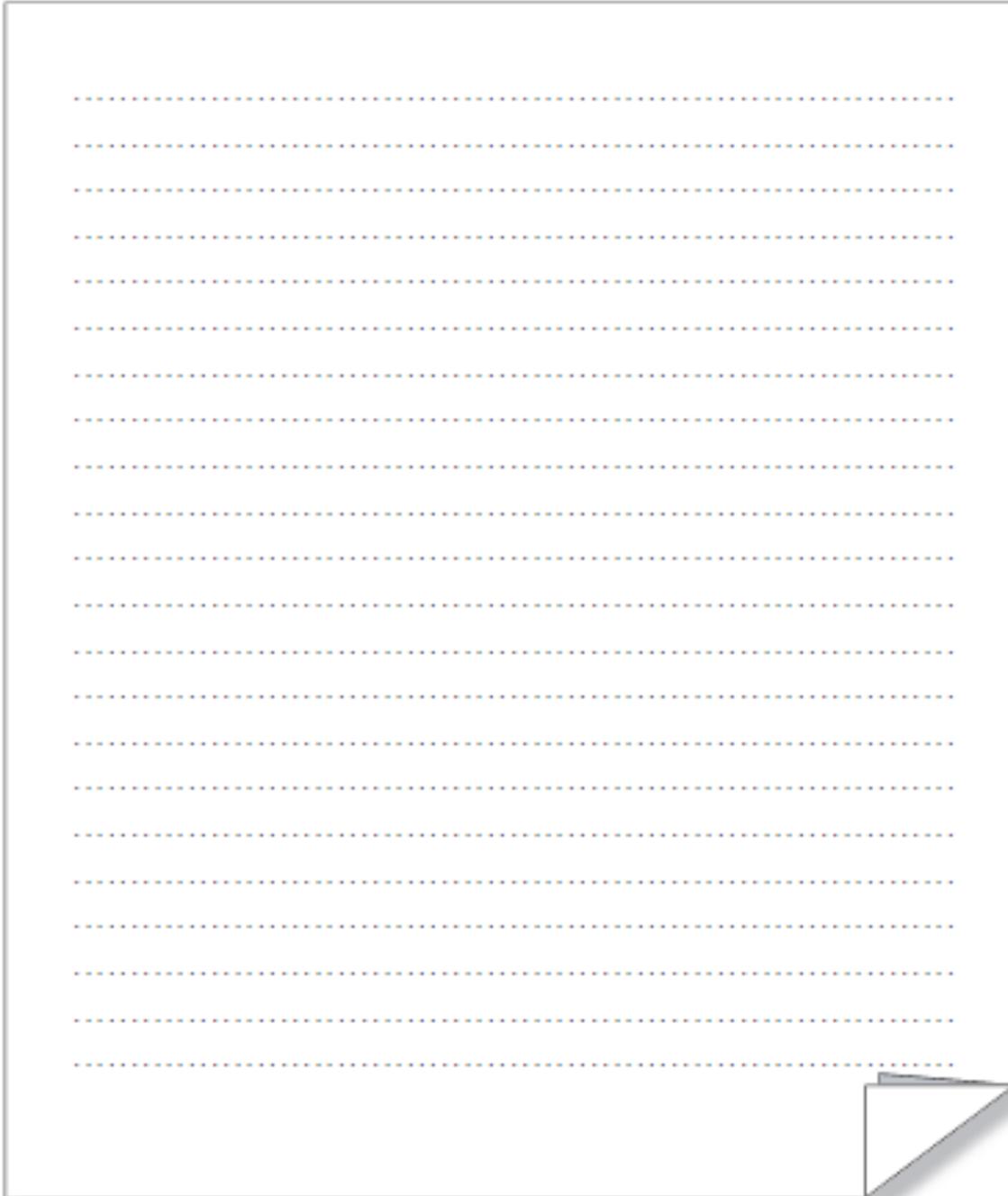
Write in your **blog** recommendations and advice for budget travelers. You must mention :

- places to stay
- information on food and drink
- public transport information

The image shows a screenshot of a social media interface. At the top, there is a grey header bar with the text "compose" and "preview" on the left, a search bar in the middle, and a "Search" button on the right. Below the header, on the left side, there is a vertical menu with several options, each with a small icon: "invite a friend", "write a message", "send to a friend", "invite to a group", "report abuse", "Comments:", "Recent post:", and "Recent photos:". To the right of the menu and below the header, there is a large, empty text area with horizontal dotted lines for writing.

Sample instruction 13 : **BROCHURE**

Your <target language> teacher has asked your class to work in small groups to prepare a brochure on a <target language> speaking country. You are responsible for writing the sections about the weather, the geography and the different means of transport in the country. Write the text for your sections of the **brochure**.



Sample instruction 14 : EMAIL

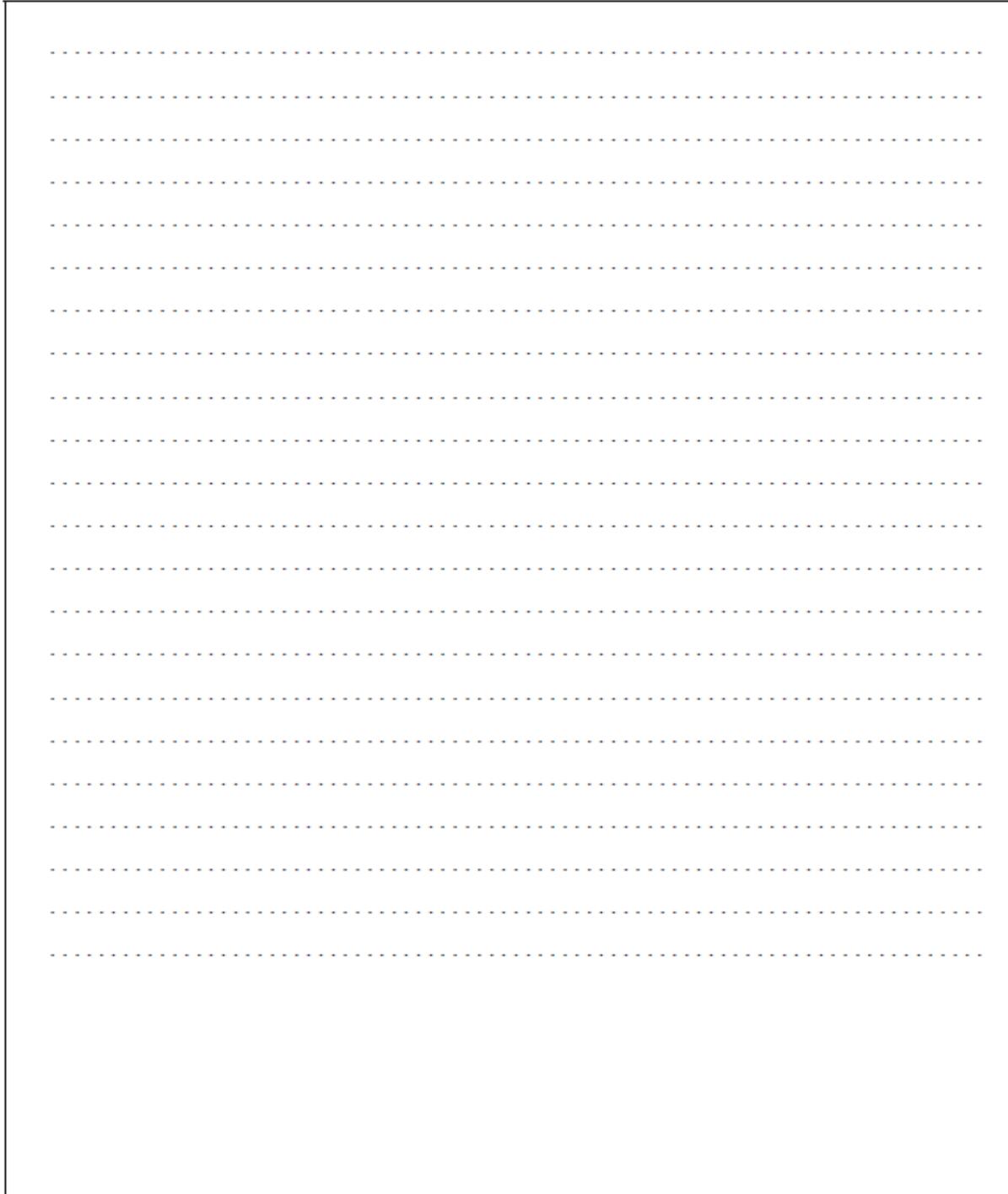
You are going to spend a few days by the beach in a <target language>-speaking country. Write an **email** to book a room in a hotel. Include and ask for the following :

- the type of room that you would like to book
- for how long
- the room price per night
- the kinds of services that you require
- how you can pay for the room

The image shows a simulated email composition interface. At the top, there is a header bar with a grey background. On the left, there is a dropdown menu labeled 'Attention:' and a 'Subject:' field. On the right, there is a button labeled 'NORMAL'. Below the header bar is a ruler with numbers from 1 to 25. The main body of the email is a large white area with horizontal dotted lines for writing.

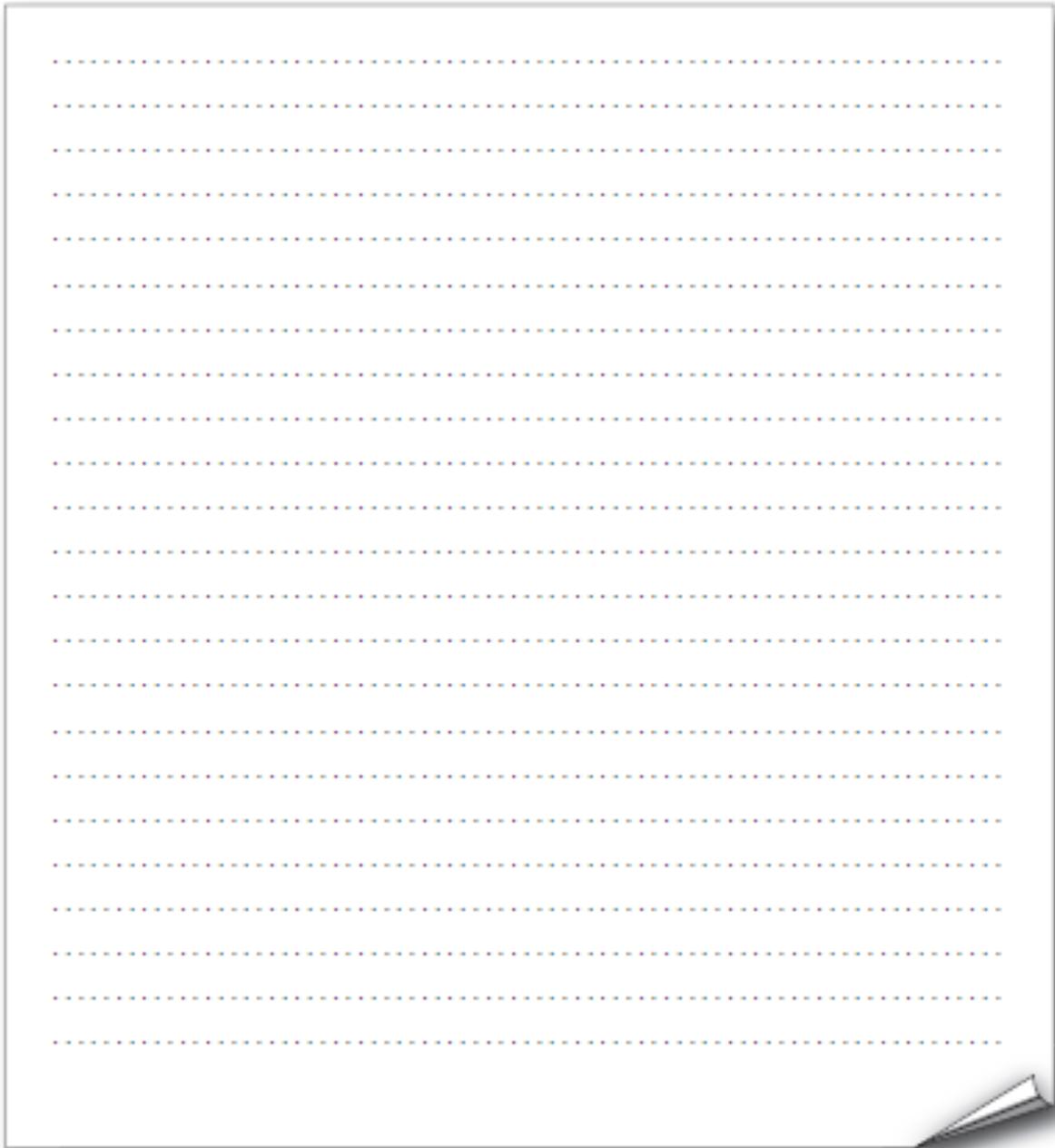
Sample instruction 15 : **ESSAY**

You have entered a writing competition. The title of your **essay** is “My story, my history”. You have to write about your great-grandparents and your grandparents : where they lived, what they did, what you know about them.

A large rectangular box with a solid black border, containing 20 horizontal dotted lines for writing. The lines are evenly spaced and extend across most of the width of the box, leaving a small margin on the left and right sides.

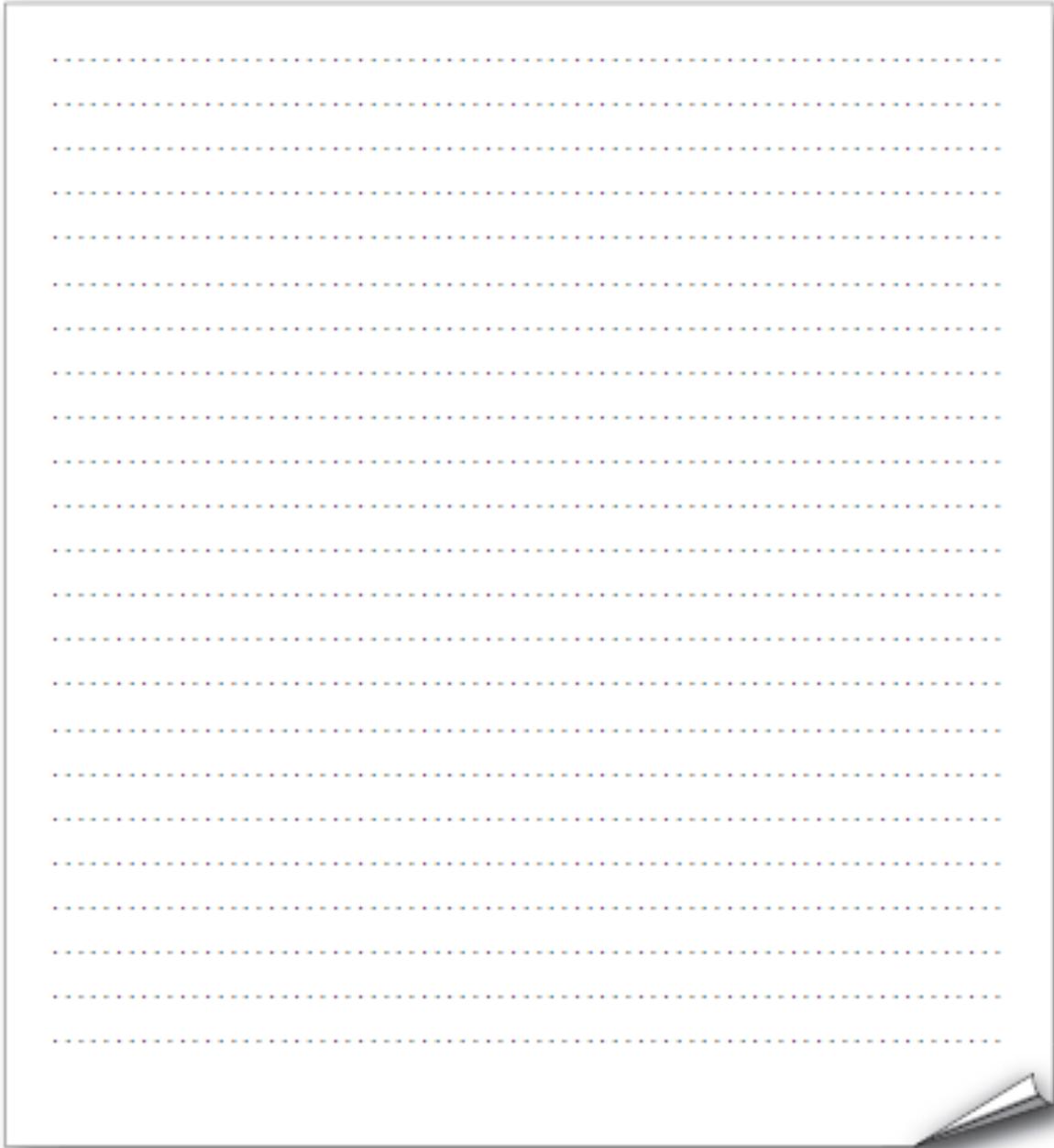
Sample instruction 16 : FORMAL LETTER

You would like to create a newspaper at your school to inform all the students about what happens in the school on a weekly basis. This newspaper will also allow the students to express their ideas and opinions. You write a **letter** to the headmaster/headmistress of your school to ask for their permission to create this newspaper. In your letter, you provide some details on the content and the layout of the newspaper, as well as on the benefits that it will have for the school.



Sample instruction 17 : INTERVIEW

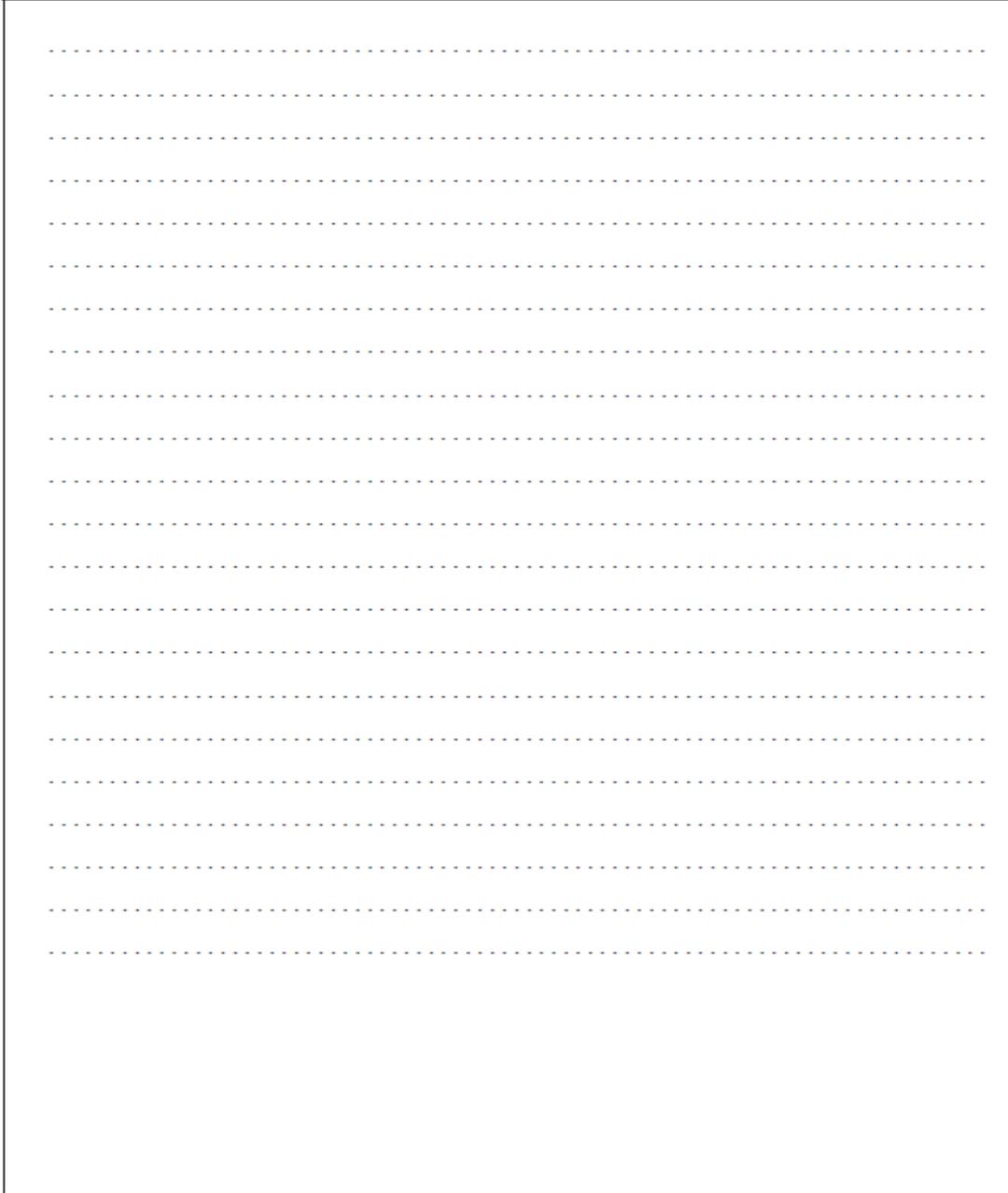
You write for your school's newspaper, and this week you have interviewed a sports personality who has won several national and international competitions. You have asked him/her questions about his/her sport and about his/her career. You have also asked him/her which advice he/she would give to youngsters who would also like to have a career in sports. Write the text of the **interview**.



Sample instruction 18 : MENU

It is going to be your best friend's birthday and you have been asked to design a **menu** for his party. You must mention :

- where and when the meal will be served
- your best friend's favorite dishes
- the variety of drinks on offer
- the contact details of the restaurant or venue



Sample instruction 19 : NOTICE

You are the captain of the school football team. Because the weather is bad, you have decided that today's game must be cancelled. Write the **notice** for the other players that you are going to post on the sports notice board. You must include :

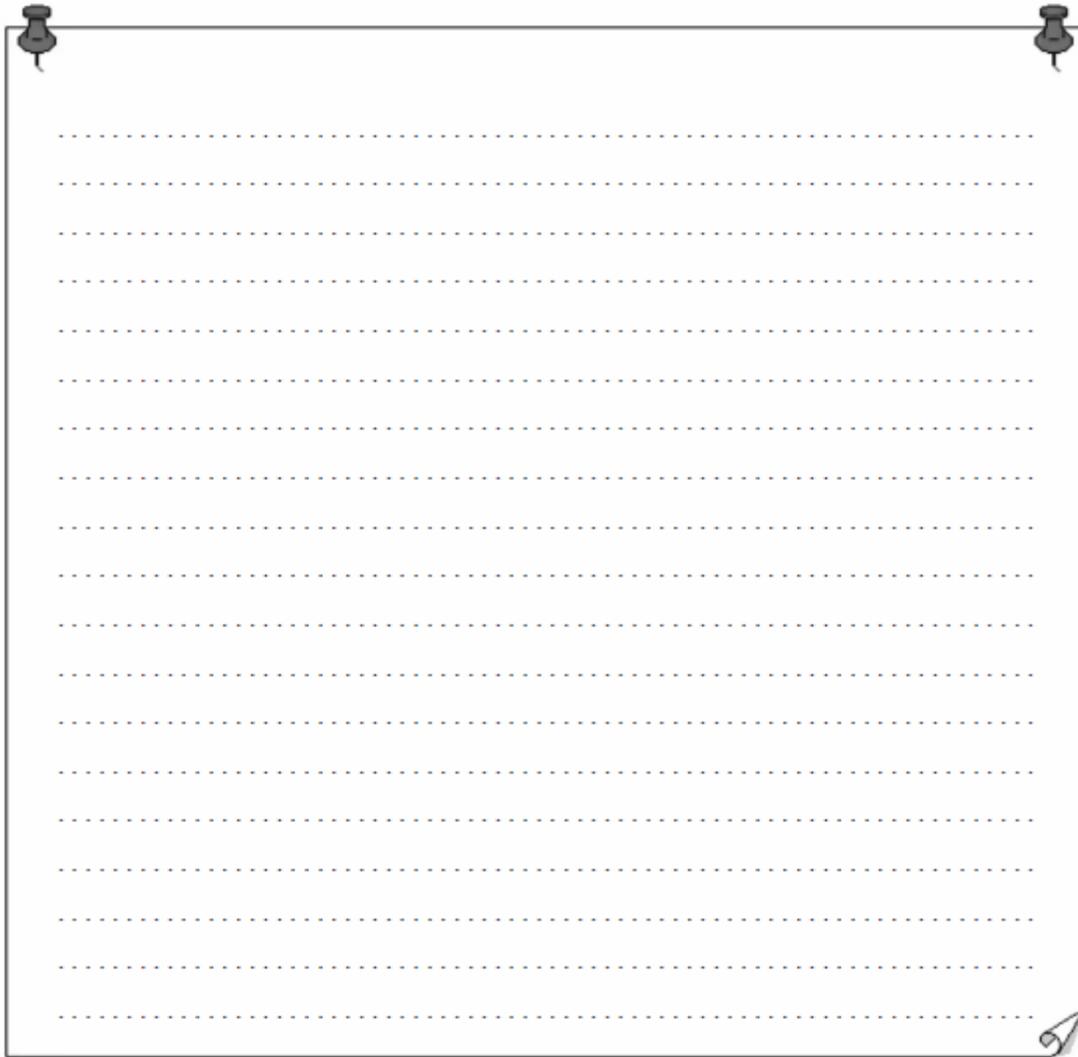
- why the football game is cancelled
- when the next match will take place
- how the players can keep fit between matches

A rectangular notice board template. It has two pushpins at the top corners and a folded bottom-right corner. The interior is filled with horizontal dotted lines for writing.

Sample instruction 20 : POSTER

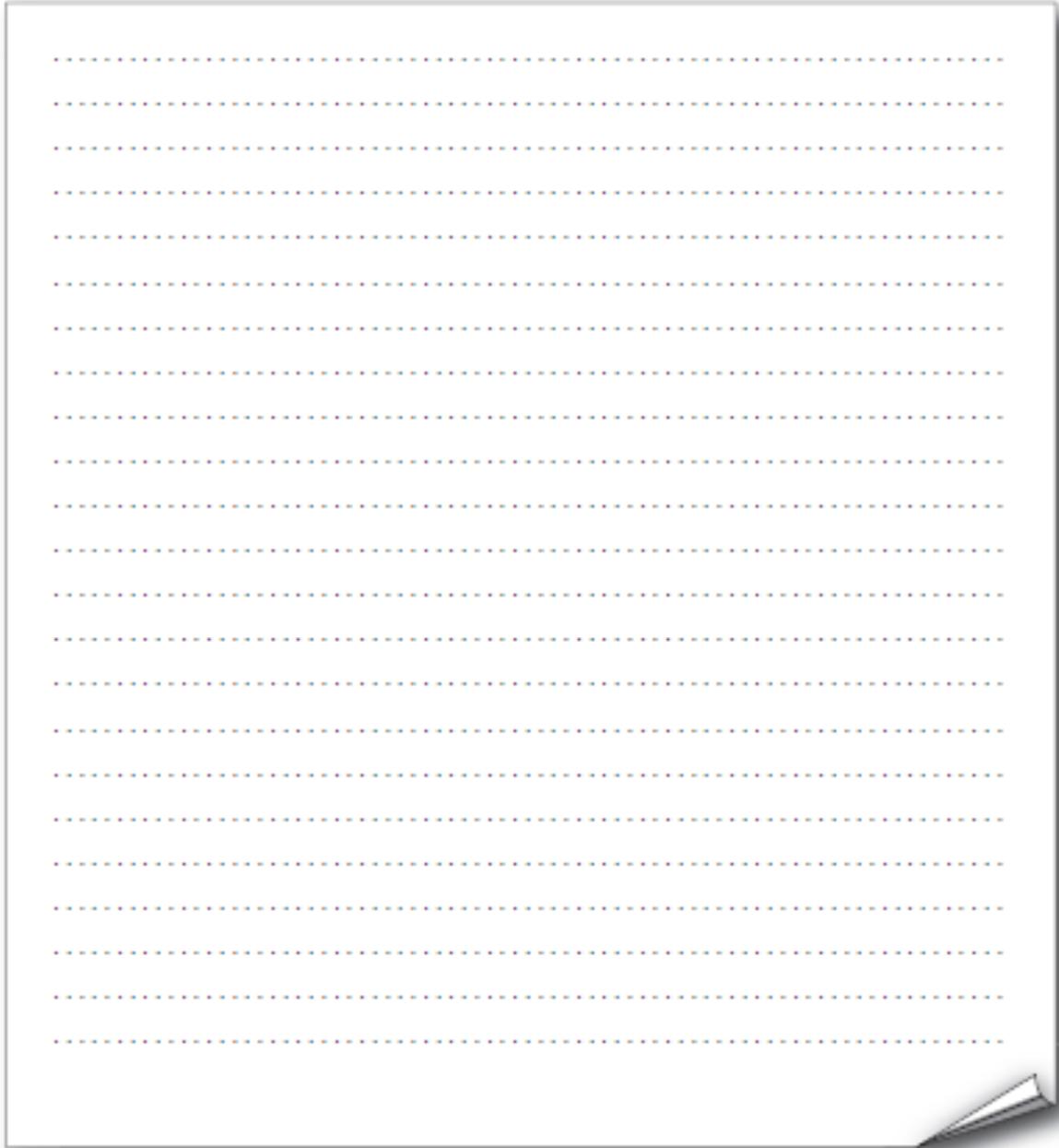
The mayor of your home town wants to develop tourism in the city. For this reason, he invites the youth to create a **poster** about the city. Design this poster. You must include :

- places to visit
- possible activities
- where the tourists can stay
- the best times in the year to visit, and why



Sample instruction 21 : **REPORT**

During the PE class today, one of your classmates got injured. Your teacher would like you to write a **report** to the school to talk about what happened causing the injury.





Sample instruction 23 : **SOCIAL MEDIA POSTING**

You spent part of your summer holiday working in a nature reserve looking after animals and the environment. Write an **online article** on a social media site about your experience and why you recommend this project to other students. You must mention :

- where you worked, and for how long
- how you found out about this opportunity and what you did to find a summer job there
- what you did and what you learned about the animals and the environment
- why you recommend this project to other students

The image shows a social media post composition interface. At the top, there are two buttons: "compose" and "preview", with "preview" being the active one. To the right of these buttons is a search bar with the word "Search" inside. Below the buttons is a menu with several options, each with a small icon: "invite a friend" (smiley face), "write a message" (envelope), "send to a friend" (hand with arrow), "invite a group" (group of people), "report abuse" (warning sign), "Comments:", "Recent post:", and "Recent photos:". To the right of the menu is a large text area with horizontal dotted lines for writing. The text area is currently empty.

Sample instruction 24 : **SPEECH**

Your <target language> teacher wants you to prepare a **speech**, talking about your favorite restaurant, describing some of your favorite dishes, stating why you are so fond of this restaurant, and recommending that your audience also tries it out. Write the text of your speech.

A series of 20 horizontal dotted lines, spaced evenly down the page, intended for writing the text of a speech.

**Answer key**

1. C
2. on TV / in the stadiums
3. B
4.
  1. mountain
  2. significance
  3. snow
  4. inside
  5. lake
5.
  1. B
  2. A

**Answer key**

- 1.a. B  
1.b. B  
2.a. B  
2.b. C – E  
3. amazing silky skills  
the matches were shown on TV  
4. unplanned  
in the shadows of  
5. star  
6. 1. E  
2. F  
3. D  
7. 1. C  
2. B  
8. [1] mountain  
[2] significance  
[3] snow  
[4] inside  
[5] lake  
9. A  
10. A  
11. True  
'a dormant volcano'  
12. the FIFA ban  
my loyal reporter friends  
13. 1. B  
2. A

#### 14.5. Reading Comprehension prior to 2020

As mentioned in Chapter 11 (Reading Comprehension), you will undoubtedly receive past examination papers from your teacher, either as practice tools or for formative assessment. In Chapter 11 you have been introduced to the 13 Reading Comprehension examination questions/instructions that may appear in your final exam. These 13 questions are first used in the May 2020 examination paper.

If your teacher gives you a Reading Comprehension paper from before 2020 (commonly referred to as a ‘past paper’), you will find the ‘old’ set of examination questions/instructions.

In order to support you in your Reading Comprehension practice and to give you the chance to practise with examination papers from before 2020, we have produced the comparative instructions table shown below. This table allows you to see which instructions from before 2020 have become which instructions from May 2020 onwards. You will notice that the questions/instructions haven’t changed a lot but you must ensure that you know the current wording of these questions/instructions in the target language.

Following the comparative table you will find samples of the pre-2020 questions/instructions, with one practice exercise. Answer each question for yourself and then check it against the Answer Key on page 225.

<b>Instructions used from May 2020 onwards</b> <b>(See Chapter 11 for examples)</b>	<b>Instructions used up to November 2019</b> <b>(Examples on next pages)</b>
Choose the correct answer.	Choose the most appropriate response from the options below. Write the letter in the box provided.
	Choose the most appropriate response from the options below. Write the corresponding letter in the box.
	This text is ( <i>identify the correct text type from a choice of four</i> ) ...
Choose the X true statements.	One/two of the following sentences is/are true. Write the letter(s) corresponding to the correct answer(s) in the box(es). An example has been given.
	From statements A to E, select the two that are true according to text X. Write the appropriate letters, in any order, in the boxes. An example has been given.
Answer the following question(s).	Answer the following questions. Base your answers on the text.
Find the word or phrase in lines X - Y which mean the following :	The words in the left-hand column are taken from the text/paragraph X. Find the word in the right-hand column which is the closest in meaning to one of the words on the left. An example has been given. Note : there are more words than you need.
Find the words that complete the following sentences. Answer using the words as they appear in the text/lines X - Y.	Choose the correct word or phrase to complete the sentence/answer. Base your answer on the text.
What do the following words mean in the text? Choose the appropriate words from the list.	The words in the left-hand column are taken from the text/paragraph X. Find the word in the right-hand column which is the closest in meaning to one of the words on the left. An example has been given. Note : there are more words than you need.
Choose an appropriate ending from the list that completes each sentence.	Based on the information in the text/in paragraph X, match the first part of the sentence with the appropriate ending on the right. An example has been given. Note : there are more endings than you need.
Choose an appropriate word from the list that completes each gap in the following text.	Question x refers to paragraph X. For each number/gap, fill in the missing word. Choose your answers from the words given in the box below. Each one can be used only once and an example has been given. Note : there are more words than you need.
	From the list below choose the word that best fits each gap in text X. Each word must be used only once. An example has been given. Note : there are more words than you need.
	Fill in the gaps. Choose from the words/phrases in the box. An example has been given. Note : there are more words than you need.
	Replace the gaps in the summary below with exact words from paragraph(s) Y and Z of text X. An example has been given.

Choose an appropriate question from the list that completes each gap in the text.	<i>(no equivalent instruction in the pre-2020 examination papers)</i>
Choose an appropriate heading from the list that completes each gap in the text.	Choose the sentence in the right-hand column which best summarizes each of the [number] paragraphs of text X. Write the appropriate letter in the box. An example has been given. Note : there are more sentences than you need.
	Match the questions with the paragraphs. Write the appropriate letter in the box. An example has been given. Note : there are more questions than you need.
The following statements are either true or false. Tick the correct option then justify it using words as they appear in the text. Both parts are required for [1 mark].	The sentences below are either true or false. Tick [✓] the correct answer. Justify your answer by using words from the text. Both parts are required for one mark.
To whom or to what do the underlined words refer ? Answer using words as they appear in the text.	In line x, to what/to whom does X refer ? An example has been given.
	Each of the words below refers to someone or something in the text. In the space provided, indicate who or what they refer to. An example has been given.
Choose the appropriate statement from the list for each person.	<i>(no equivalent instruction in the pre-2020 examination papers)</i>
<i>(no equivalent instruction in the post-2019 examination papers)</i>	Match the words with the pictures. An example has been given.
<i>(no equivalent instruction in the post-2019 examination papers)</i>	Complete the following sentence : “John went to X because ...”

You must make sure that you study, understand, practise and know how to answer the instructions that are being used from May 2020 onwards. These will appear in your final Paper 2 Reading Comprehension examination.

1. Answer the following questions. Base your answers on the text.



Re-write this question in your target language :

.....  
.....



*It was obvious during the recently held African Cup of Nations that Mark Fish was the delight of South Africa’s football lovers and the star amongst the twenty-two squad members. The images on our local TV channel clearly showed how the fans cheered vigorously whenever he touched the ball, and chants of ‘Fiiish’ were all over the airwaves. Mark Fish also displayed amazing silky skills that delighted the millions of fans in the stadiums and around the football-mad country.*

Q : Which words in the text describe the qualities of Mark Fish as a very accomplished footballer ?

A : .....

Q : How were the fans who did not have tickets to the stadiums able to watch the football matches ?

A : .....

**Strategic advice**

- descriptions are usually achieved by the use of adjectives and nouns
- pay attention to the interrogative (‘asking’) words : “which, how”
- provide brief answers, don’t copy full sentences or paragraphs

2. Choose the correct word or phrase to complete the sentence/answer. Base your answer on the text.



Re-write this question in your target language :

.....  
.....



*It was obvious during the recently held African Cup of Nations that Mark Fish was the delight of South Africa's football lovers and the star amongst the twenty-two squad members. The images on our local TV channel clearly showed how the fans cheered vigorously whenever he touched the ball, and chants of 'Fiiish' were all over the airwaves. Mark Fish also displayed amazing silky skills that delighted the millions of fans in the stadiums and around the football-mad country.*

Q : The South African team performed very well in the recently held tournament and Mark Fish was the team's undisputed .....

- a. captain
- b. coach
- c. star player
- d. striker

A :

**Strategic advice**

- the presence of the article 'the' in the question clearly indicates that you are looking for a noun
- eliminate the options that are definitely incorrect – Mark Fish can not be the coach and a squad member at the same time

3. The sentences below are either true or false. Tick [✓] the correct answer. Justify your answer by using words from the text. Both parts are required for one mark.



Re-write this question in your target language :

.....  
.....



*Mount Paekdu (Paekdusan), a dormant volcano that straddles the border between the Republic of China and the Democratic People’s Republic of Korea (DPRK), is the highest mountain on the Korean peninsula and a place of huge historical and mythical significance.*

*The “white-headed mountain” is covered with snow most of the year and offers stunningly beautiful views to nature enthusiasts. Inside its caldera is one of the world’s highest crater lakes, Lake Chon (Heaven Lake). Exactly 2,160 steps lead the visitor from the crater rim to the icy lake, and the return journey up the stairs is a lung-bursting exercise well worth the effort !*



TRUE FALSE

Q : Volcanic eruptions may occur at any moment on Mount Paekdu.

Justification : .....

**Strategic advice**

- from this long paragraph, you only need to recognize one word in order to answer the question. Highlight or underline this word as you read the paragraph
- remember that both parts of the answer must be correct in order to get the mark !

4. Choose the most appropriate response from the options below. Write the letter in the box provided.



Re-write this question in your target language :

.....  
.....



FOREIGNER TO PLAY FOR SAFARI SPORTS CLUB

By our reporter

Peter Mulder, a player from Belgium, has joined Safari Sports Club for the upcoming Premier League season. Talking to Majira newspaper yesterday after the club's training session, Mulder said that he has decided to join the club after meeting with the Executive Committee. The player, who is left-footed, was accompanied by the club Chairman, Mr Simkola. Before arriving in Tanzania, Mulder played for Mbabane Highlanders in Swaziland. He also played for Manzini Wanderers in the same country and won several national championships and cups.

"I have decided to join Safari Sports Club because I know of the club's status and achievements. I was introduced to the club by one of my colleagues and I have had very productive talks with the club's leadership. I can't wait to get started and to help my new club reach greater heights !", an obviously excited Mulder told our reporter.

Q : This text is ...

- A. an advertisement
- B. a newspaper article
- C. a review
- D. a survey

A :

**Strategic advice**

- answer options are often listed alphabetically. Don't worry if three successive answers in three successive multiple-choice questions are all A, or B ... this is possible !
- look for particular features of the various text types, eg. the name of the reporter or a specific format

5. Question x refers to paragraph X. For each number/gap, fill in the missing word. Choose your answers from the words given in the box below. Each one can be used only once and an example has been given. Note: there are more words than you need.



Re-write this question in your target language :

.....  
 .....  
 .....



Mount Paekdu (Paekdusan), a dormant volcano that straddles the [ - X - ] between the Republic of China and the Democratic People’s Republic of Korea (DPRK), is the highest [ - 1 - ] on the Korean peninsula and a place of huge historical and mythical [ - 2 - ].

The “white-headed mountain” is covered with [ - 3 - ] most of the year and offers stunningly beautiful views to nature enthusiasts. [ - 4 - ] its caldera is one of the world’s highest crater lakes, Lake Chon (Heaven Lake). Exactly 2,160 steps lead the visitor from the crater rim to the icy [ - 5 - ], and the return journey up the stairs is a lung-bursting exercise well worth the effort !

behind	border	geology	inside	lake
leaves	mountain	significance	snow	subject

**Example :** [ - X - ] ..... *border* .....

- [ - 1 - ] .....
- [ - 2 - ] .....
- [ - 3 - ] .....
- [ - 4 - ] .....
- [ - 5 - ] .....

**Strategic advice**

- decide for each number whether you need a noun or an adverb
- eliminate the lexical options that don’t make sense, eg. can geology be icy ?
- beware of false friends and distractors !
- don’t re-use the word(s) that was/were used in the example !

6. Complete the table below. Base your answers on text X. An example has been given.



Re-write this question in your target language :

.....  
 .....



"I decided to add my own views to the story of the FIFA ban and to encourage all the stakeholders in Tanzanian football to fully exploit the opportunities that it had availed.

The easiest and fastest way to influence public opinion was of course to talk with my loyal reporter friends. They were only too keen to share my insights with the public and printed every word I told them."

<i>In the sentence ...</i>	<i>the word ...</i>	<i>refers to ...</i>
<b>Example :</b> ... that <u>it</u> had availed ... (line 2)	<i>it</i>	... the FIFA ban ...
1. ... I told <u>them</u> ... (line 5)	<i>them</i>	.....

**Strategic advice**

- there is a lot of information in pronouns : gender (masculine or feminine), number (singular or plural), grammatical function (subject, object, etc.). Analyse them carefully.
- draw a table with all the pronouns and their grammatical function
- don't simply find the 'nearest' corresponding noun. Meaning is just as important as grammatical function !

7. Choose the most appropriate response from the options below. Write the corresponding letter in the box.



Re-write this question in your target language :

.....  
.....



*“Once upon a time, an ambulant king was making his way along the East Coast of the Korean peninsula. He decided to spend one night next to a lake south of Wonsan. When he woke up the next morning, he became so enchanted with the natural beauty of his abode that he decided to spend three days there. The legend of Samil (“three days”) Lagoon was born.”*

Q : The main purpose of this text is to ...

- A. encourage the reader to visit the Samil Lagoon this year.
- B. explain to the reader the origins of the name “Samil Lagoon”.
- C. persuade the reader that the Samil Lagoon is the most beautiful lagoon in Korea.
- D. warn the reader about the environmental problems of the Samil Lagoon.

A :

**Strategic advice**

- look for key verbs that indicate the purpose of the text. The options given include ‘encourage’, ‘explain’, ‘persuade’ and ‘warn’. Each of these purposes comes with a specific vocabulary. For instance, a warning would include words such as ‘beware’, ‘be careful of’, ‘make sure you do not’, etc. An explanation is usually descriptive. Persuasive language is very strong, along the lines of ‘you should’ and ‘join the crowd’ ... It also uses superlatives.

8. One/two of the following sentences is/are true. Write the letter(s) corresponding to the correct answer(s) in the box(es). An example has been given.



Re-write this question in your target language :

.....  
.....



*(In this particular example, one sentence is true. Write the letter corresponding to the correct answer in the box. No example has been given.)*

At 1,638 metres above sea level, Kumgangsan's Piro Peak is the second highest point in Korea. The stunning natural beauty of the "Diamond Mountains", located along the southern coast of the country, is a huge attraction for nature lovers, hikers and bird-watchers alike. Hikes of various lengths and levels of difficulty take the visitors past lagoons, mountain streams, mysterious rock formations, waterfalls, pavilions, temples and viewpoints. Throughout the day the mountains reflect the sunlight, thus creating the optical effect that the rocks are made of shiny diamonds.

Q : From statements A to C, select the one that is true according to the text above. Write the appropriate letter in the box.

- A. In Korea, no mountain is higher than Piro Peak in the Kumgangsan mountain range.
- B. Outdoor enthusiasts can find plenty to do in the Kumgangsan mountain range.
- C. There has never been any human activity in the Kumgangsan mountain range.

A :

**Strategic advice**

- beware of negative statements which regularly occur in this type of question.
- use elimination if the correct answer is not immediately clear

9. Choose the sentence in the right-hand column which best summarizes each of the [number] paragraphs of text X. Write the appropriate letter in the box. An example has been given. Note: there are more sentences than you need.



Re-write this question in your target language :

.....  
.....  
.....



(In this particular example, one paragraph is given. Write the letter corresponding to the most accurate summary in the box. No example has been given.)

*Kimora and Mulder to coach Safari Sports Club for free*

*By our reporter*

*Hassan Kimora and Peter Mulder yesterday started the recruitment of new players at Dar Es Salaam's Safari Sports Club. Because of the ongoing wrangles within the club leadership, both coaches have been asked to volunteer as the club currently has no money to pay them. Safari Sports Club's Abdulbakar Malazi, the Chairman of the Elders' Committee, earlier told a members' meeting at the team's headquarters that Kimora and Mulder had agreed in principle to take up the jobs. He said the club was currently facing a debilitating cash crisis and players who wished to sign for the team for the new season should not expect cash incentives from the club.*

Q :

- A. Safari Sports Club has called its players to a meeting at the club's headquarters.
- B. Safari Sports Club lacks the means to pay its coaches and players.
- C. Safari Sports Club shows how a football club can be run in a peaceful manner.
- D. Safari Sports Club starts preparing for its upcoming international matches.

A :

**Strategic advice**

- for this type of question, you must read through the whole paragraph. An isolated sentence may not reflect the content of the whole paragraph, and one of the answer options will likely be a distractor.  
- note some of the key words next to the paragraph as you read it : 'for free', 'volunteer', 'no money', 'cash crisis', 'not expect cash incentives'

10. Based on the information in the text/in paragraph X, match the first part of the sentence with the appropriate ending on the right. An example has been given. Note: there are more endings than you need.



Re-write this question in your target language :

.....  
.....  
.....



*The Arirang Mass Gymnastics and Artistic Performance*

*The Arirang Mass Gymnastics and Artistic Performance, most often held in the massive Rungrado May Day Stadium, is one of the absolute highlights of a visit to Korea.*

*Most years from early August until around mid-October, around 80,000 dancers and some 20,000 school children perform in what can easily be called the greatest human show on Earth.*

*For ninety minutes, thousands of dancers, gymnasts, athletes and acrobats showcase their artistic and athletic talents in honor of the fatherland, to the delight of the large numbers of visitors and locals who come to witness this incredible event.*

**Example : The Arirang performance ...**

A. can be seen all year long.

3. The show is performed ...

B. dance, acrobatics, gymnastics and music.

4. The event is marked by ...

C. in front of foreign spectators.

D. lasts for an hour and a half.

**Strategic advice**

*- this exercise looks for meaning and for grammatical understanding. Often a number of answer options will not fit because of grammatical structures. In this example, sentence 1. can not be completed with answer A. – the grammatical structure would be incorrect.*

*- if in doubt over one or two questions, first eliminate the answer options that are definitely incorrect. For the remaining options, look for key words in the paragraph.*

11. The words in the left-hand column are taken from the text/paragraph X. Find the word in the right hand column which is closest in meaning to one of the words on the left. An example has been given. Note: there are more words than you need.



Re-write this question in your target language :

.....  
 .....  
 .....



*Barcelona Football Club is an institution where the people of Catalunya find their identity, where they feel they belong, and from where they source the strength to express their relative independence from the central government in Madrid. Across the city, youngsters get together and engage in impromptu chanting of the famous “Barça, Barça” battle cry. Football has that sort of an effect on people, and on this late and rather damp autumn evening in the shadows of the Sagrada Familia, footballing perfection is near. What is being displayed on the field is poetry, pure poetry. Poetry against a green background you could say. Just that around these parts, they call it ‘tiki taka’.*

**Example :** ... youngsters ...

**A**

1. ... institution ...

2. ... impromptu ...

3. ... in the shadows of ...

A. ... adolescents ...

B. ... at the heart of ...

C. ... impossible ...

D. ... not far from ...

E. ... organization ...

F. ... unplanned ...

**Strategic advice**

- in this type of exercise, expect nouns to be replaced with nouns, adjectives with adjectives, etc. The noun ‘institution’ (Sentence 1) could never be a synonym for ‘not far from’ (Answer D).

- when you have more than one noun in the answer options, look for gender and number (where applicable). A singular noun would normally replace a singular noun. Beware though : ‘youngsters’ could be replaced with ‘the youth’

12. Match the words with the pictures. An example has been given.



Re-write this question in your target language :

.....  
.....



*(This type of exercise is rare in a Paper 1 Reading Comprehension examination, but when it appears, it likely focuses on places around town, services, directions, traffic instructions, universal symbols and pictograms. These can easily be found online.)*

<i>Example</i>		<input type="checkbox"/> <b>A</b>	A. Airport
1.		<input type="checkbox"/>	B. Bank
2.		<input type="checkbox"/>	C. Immigration office
			D. Railway station
			E. Tourist office

**Strategic advice**

- this type of exercise is prone to having 'false friends' in the answer options.
- don't be tricked into believing that the pictures stand for something other than what you have learned in your target language course. The letter "I" will never refer to Immigration !

13. In line X, to what/to whom does X refer? An example has been given.



Re-write this question in your target language :

.....  
.....



*For several years now, Jun-Fan had been watching and reading about the Hong Kong Marathon. This annual event had grown year after year and was now one of the biggest city marathons in the world. Runners came from all over the world to devour the roads, the highways, the bridges and the tunnels of Asia's world city, and Jun-Fan had been eagerly looking forward to the day that he would join them.*

Q : In line 5, to what/whom does “them” refer ?

A : .....

**Strategic advice**

- *this type of exercise tests your grammatical knowledge – linking pronouns with nouns*
- *remember to check the gender and the number of the pronoun – eliminate the nouns that don't match grammatically*

14. Each of the words below refers to someone or something in the text. In the space provided, indicate who or what they refer to. An example has been given.



Re-write this question in your target language :

.....  
 .....



*In 2008, his dad had taken leave from work to take Jun-Fan to the Beijing Olympics so they could watch the marathon together. They travelled by train and bus and took four days to reach the capital. They did not have enough money to buy tickets to the Games but fortunately for them, the marathon was run through the streets of north-east Beijing. They lined up just outside the Bird's Nest stadium early in the morning and soon the first runners passed in front of them.*

In the sentence ...	the word ...	refers to ...
<i>Example : ... and took four days to reach <u>the capital</u> (lines 2 and 3).</i>	<i>“the capital”</i>	<i>... Beijing ...</i>
1. ... soon the first runners passed in front of <u>them</u> (line 5).	“them”	.....

**Strategic advice**

- this type of exercise is very similar to the one on the previous page
- remember that the nearest possible answer option is not necessarily the correct one – you may have to look a bit further up the paragraph. When looking for a noun, look beyond the noun that is closest to the pronoun you are replacing.

15. Match the questions with the paragraphs. Write the appropriate letter in the box. An example has been given. Note: there are more questions than you need.



Re-write this question in your target language :

.....  
.....



[

*The epic encounter was played in front of a packed house, as expected. Thousands of fans thronged the stands, sat on the track around the field, and hung off lamp posts and trees outside the stadium. Nobody wanted to miss this clash, and it turned out to be a nail-biter.*

[-1-]

*The first half was a classic affair with both teams trying hard to draw first blood. After about thirty minutes one of our strikers was fouled just outside the penalty area and I immediately jumped up and reminded our players of the many set pieces that we had practised in training. An opportunity presented itself here, right in front of forty thousand spectators and the television cameras...*

Example: [-X-]

Q: [-1-]

- A. A golden goal-scoring opportunity
- B. The excitement before the start of the match
- C. The fans' reaction to the outcome of the match
- D. The referee takes control

**Strategic advice**

- in this type of exercise, each answer option is likely to contain words that are also mentioned in the text (sometimes as synonyms). Be careful not to conclude too quickly that this is proof of a correct answer !  
- the first word of the paragraph is often a clear clue, especially when the subtitles of paragraphs are questions (eg. in an interview)

16. From the list below choose the word that best fits each gap in text X. Each word must be used only once. An example has been given. Note: there are more words than you need.



Re-write this question in your target language :

.....  
.....



Slowly but surely he managed to cover the next few [ gaps ] crowds along the road started to thicken, he managed to draw some [ -1- ] that he didn't know he had in him. Surely someone was helping him move forward.

With two kilometers to go, his right leg and shoe were covered in blood. Some spectators looked at him in [ -2- ], others clapped and cheered him on. His energy and strength were running out, but he kept telling himself not to stop.

When he turned the corner towards the finish line, he was merely [ -3- ] along the road, ready to pass out any moment because of the unbearable pain in his knee.

conclusions	horror	kilometres	runs
sight	smiling	strength	stumbling

*Example: [ -X- ] ..... kilometres .....*

A :

1. [ -1- ] .....
2. [ -2- ] .....
3. [ -3- ] .....

**Strategic advice**

- this type of exercise often contains nouns, adjectives and verbs. Use your grammatical knowledge to eliminate incorrect options
- for nouns, check the gender and number, and look for possible agreements in the target language (eg. feminine and plural forms of adjectives, agreements in the past tense etc)

17. Fill in the gaps. Choose from the words/phrases in the box. An example has been given. Note: there are more words than you need.

*Re-write this question in your target language :*

.....  
.....



*Please refer to # 16 on page 219..*

***Strategic advice***

*- same advice as on the previous page*

18. Replace the gaps in the summary below with exact words from paragraph(s) Y and Z of text X. An example has been given.



Re-write this question in your target language :

.....  
 .....



*Original paragraph :*

*Kariakoo, a small part of Ilala district just to the west of the Dar Es Salaam city centre, is a feast for the senses. It's the kind of place that never sleeps. No matter at what time of day or night you pass through, there is always something to see and do. About a century ago, the population of Dar Es Salaam was around 25,000 and it has since grown to well over three million. While development and modernization have certainly left their mark on the more coastal parts of the city, Kariakoo has steadfastly maintained its East African flavor and atmosphere, and it should be one of the first ports of call on any visitor's itinerary.*

*Summary :*

*Visitors are well-advised to spend some time in Kariakoo, in the western part of Dar Es Salaam. Kariakoo is full of life, both by day and by [ -1- ] During the past one hundred years, the city's [ -1- ] has grown to several millions. Despite this fast growth, Kariakoo still exudes the same [ -2- ] that it had all those years ago.*

**Example : [ -X- ]**

Q: [ -1- ]

Q: [ -2- ]

- A. atmosphere
- B. development
- C. district
- D. feast
- E. night
- F. population

**Strategic advice**

*- in this exercise all the words in the column on the right are nouns. Look for context to find out which nouns have synonyms where*  
*- in the source text, underline all the nouns that you can find – this will greatly reduce the amount of reading you need to do in order to answer this question*

19. Complete the following sentence: “John went to X because...”



Re-write this question in your target language :

.....  
.....



At the next water station, just before heading into the Western Harbour Tunnel, Jun-Fan decided to take on some liquids. As he was about to take a cup of water, another runner suddenly cut in front of him and lunged for the table. Jun-Fan was thrown off balance and fell onto the hard concrete surface of the road. He landed hard on his right knee and a sharp pain went right through his brain. He got up slowly and looked at his knee. The skin had been scraped off and the wound was bleeding quite profusely. “This is not good”, he said to himself. When he tried to start running again, he could hardly bear the pain in his knee.

Complete the following sentence :

“At the water station Jun-Fan and another runner ..... “

**Strategic advice**

- in this type of exercise you need to formulate your own words or phrase
- there is no particular phrase in the source text that you can copy and write down – you need to use your own words to answer
- make sure you correctly adapt your verbs to the subject of your answer (in this particular example, the answer sentence has “Jun Fan and another runner” as its subject. The verb that you use to indicate their action must refer to both characters)

20. From statements A to E, select the two that are true according to text X. Write the appropriate letters, in any order, in the boxes. An example has been given.



Re-write this question in your target language :

.....  
.....



In 1985, the oldest football club in Belgium, the Royal Antwerp Football Club, celebrated its one hundred years of existence. To mark this centenary, and most probably also to boost the attendance in its vast stadium, the club decided to give out free season tickets to all youths under the age of 16. I could not possibly let such an opportunity pass. On an early January morning, some school friends and I braved the snow and the cold and cycled to the stadium office to become one of the first "Centenary Season Ticket" holders. The Bosuil Stadium on the outskirts of the city of Antwerp was at that time Belgium's biggest stadium with a capacity of 68,000 spectators. It had been the venue of several epic Belgium versus Holland matches and was only a 15 kilometre bicycle ride away from home.

Q: From statements A to E, select the **two** that are true according to **the above paragraph**. Write the appropriate letters, in any order, in the boxes. An example has been given. (2 marks)

- A. A special event took place in 1985. **Example :**
- B. Only youngsters below the age of 16 could obtain season tickets.
- C. The author had company when cycling to the stadium office.
- D. The Bosuil stadium is in the centre of Antwerp.
- E. The winter weather in Belgium can be quite harsh.

A

**Strategic advice**  
- eliminate the answer options that are definitely incorrect  
- beware of answer options that contain negative statements  
- read for detail – sometimes the answer is in the small words !

21. This text is (identify the correct text type from a choice of four) ...



*Re-write this question in your target language :*

.....  
.....



*Please refer to # 4 on page 207*

**Strategic advice**  
*- same advice as on page 207*

**Answer key**

- p. 204      1. amazing silky skills  
              2. the matches were shown on TV
- p. 205      C
- p. 206      F – it is a **dormant** volcano
- p. 207      B
- p. 208      [1]      mountain  
              [2]      significance  
              [3]      snow  
              [4]      inside  
              [5]      lake
- p. 209      my loyal reporter friends
- p. 210      B
- p. 211      B
- p. 212      B
- p. 213      1. C  
              2. B
- p. 214      1. E  
              2. F  
              3. D
- p. 215      1. E  
              2. B
- p. 216      runners from all over the world
- p. 217      Jun-Fan and his father
- p. 218      A
- p. 219      1. strength  
              2. horror  
              3. stumbling
- p. 220      see p. 219
- p. 221      [1]      F  
              [2]      A
- p. 222      collided / bumped into each other / ran into each other
- p. 223      C – E
- p. 224      see p. 207

14.7. References for the extracts in Chapter 11

- 1.a. More than a Game p. 57
- 1.b. More than a Game p. 126
- 2.a. A Journey through North Korea p. 128
- 2.b. More than a Game p. 13
3. More than a Game p. 65
4. More than a Game p. 1
5. More than a Game p. 65
6. More than a Game p. 1
7. A Journey through North Korea p. 148
8. A Journey through North Korea p. 80
9. More than a Game p. 91
10. More than a Game p. 167
11. A Journey through North Korea p. 80
12. More than a Game p. 148
13. The Winner Within p. 1

#### 14.8. Extension resources to be used with this Student Workbook

This Student Workbook is supported by extension resources on the author's website :

<http://www.ronnymintjens.com/the-language-ab-initio-student-workbook.html>

Many of these are freely accessible to teachers and students of Language Ab Initio. The author also welcomes contributions to the website, so as to establish a global Language Ab Initio community that helps enhance language learning and cultural awareness.

All the photographs contained in this workbook (including the cover) were taken by the author. All copyrights apply.

The collection of photographs that can be used as visual stimuli for the Individual Oral component is constantly being updated and also aims to serve the various languages that are being offered at the Ab Initio level. For the latest photos, please visit <http://www.ronnymintjens.com/practice-visual-stimuli.html>

The photos published on this website can be freely used in the classroom and for further individual or group practice by the students. However, the photos must not be printed and distributed without the author's prior permission.

We also invite educators and students to contribute their own visual stimuli to this collection. Send us some of your best pictures, for any of the Ab Initio target languages. Any visual stimulus featured will be appropriately credited to its rightful owner.

## **Bibliography**

- Mintjens, Ronny. *A Journey through North Korea*. 1st ed. Vol. 1. Singapore: Trafford, 2013. Print. ISBN-13 : 978-1490701769
- Mintjens, Ronny. *More than a Game*. 1st ed. Vol. 1. Singapore: Trafford, 2012. Print. ISBN-13 : 978-1466931565
- Mintjens, Ronny. *The Winner Within*. Unpublished short story, 2013. Print.

Since this is a student workbook for the Language Ab Initio course of the International Baccalaureate, direct and indirect references have been made to materials that have been published by the International Baccalaureate. These materials include the Language Ab Initio subject guide and the Language Ab Initio Language-specific Syllabus.

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### Teacher and Student Networks

Teachers of Language Ab Initio – join our teachers’ Facebook group to share, ask, answer and discuss :

“**IB Ab Initio Language**” - <https://www.facebook.com/groups/1081827915163033/>

*Join our mailing list for updates on new resources and special offers !*

Students of Language Ab Initio – join our students’ Facebook group : “**IB Language Ab Initio Student Community**” - <https://www.facebook.com/groups/500435416956563/>

**YouTube : MIH Productions** - <https://www.youtube.com/channel/UCdGm7OsXdpwS9kV7ifXm8Iw>

**Instagram : @mihunlimited** (for practice visual stimuli and updates on resources)

**Twitter : @MIH Unlimited**

**Website :** [www.mihunlimited.weebly.com](http://www.mihunlimited.weebly.com)

Contact [rmintjens@gmail.com](mailto:rmintjens@gmail.com) for enquiries on :

- any of the above products
- consultancies on designing and implementing Group 1 and Group 2 Language programs
- consultancies on designing and writing a Language Policy
- consultancies on effective language teaching (Group 1 and Group 2)
- consultancies on Language A School-Supported Self-Taught
- teacher training for Groups 1 and 2
- author school visits (Book Week, Reading Week)
- CAS trips/educational trips to Bangladesh, Bhutan, DPRK (North Korea)