

RONNY MINTJENS

My MYP French Portfolio

*A Product of Mass
Instruction*

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My MYP French Portfolio

My MYP French Portfolio contains 330 questions and answer options that cover the topics of the MYP syllabus. It helps students understand the questions that can be asked about these topics and prepare and practise their personal responses to these questions. The various answer tables are presented in a way that allows the students to pick and choose the parts of the answers that best reflect their own situation.

The Portfolio also encourages the students to review the relevant vocabulary and grammar prior to answering the questions, thus providing a great revision tool in preparation for the different assessment components.

About the author

Ronny Mintjens is a practising IB Language teacher, examiner and workshop leader for the International Baccalaureate. He is the author and publisher of the "Language Ab Initio Student Workbook" and a wide range of related language acquisition resources in various languages. He is also an IB workshop developer, a language acquisition and mother tongue consultant, a moderator for the IB Programme Communities, the Head of Languages at a world-renowned IB school and a tireless advocate for mother tongue entitlement in international education. Beyond his life as a linguist, Ronny is a world traveller, a published novelist and photographer, a former professional football coach, a serial writer and an avid reader.

ISBN-13 978-988-78756-2-8

First edition (2018)

Cover design : © Ronny Mintjens

Published in e-version

Published by Mintjens Press, a subsidiary of MIH Unlimited Group of Companies

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MYP French Portfolio

Welcome to your French Portfolio. This resource will help you turn your French course into a personal journey and prepare you fully for the final assessments. The French portfolio is designed to be used on a daily basis as you develop your French language proficiency.

What is the MYP French Portfolio ?

The MYP French 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 for all languages.

The following are the MYP Language Acquisition themes and topics presented in this Portfolio :

Identities and relationships	Orientation in space and time	Personal and cultural expression	Scientific and technical innovation	Globalization and sustainability	Fairness and development
Personal attributes	Daily routine	Leisure	Transport	Education	Social issues
Personal relationships	Neighbourhood	Holidays and tourism	Media	The workplace	Climate
Eating and drinking	Physical geography	Festivals and celebrations	Technology	Environment	
Physical well-being		Entertainment		Global issues	

Since the acquisition of a new language is an ongoing and organic process, you are encouraged to develop your personalized French **Portfolio**. The development of a Portfolio is *not* an MYP requirement but will help you a great deal as you expand your knowledge and understanding of spoken and written French and as you undertake progressively more complex readings, writings and oral presentations.

In this Portfolio, your course has been divided up into six themes and twenty topics. 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 that you learn in your lessons.

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 on page 4 shows you the various applications of this Portfolio.

Applications of the Portfolio	Writing	Listening	Reading	Oral
Coverage of all the course topics	√	√	√	√
Vocabulary practice	√	√	√	√
Grammar practice	√	√	√	√
Writing practice	√		√	
Speaking practice				√
Listening 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 the various assessments.

How do I use my MYP French Portfolio ?

This Portfolio contains a comprehensive list of questions and answer options that have been grouped by theme and by topic.

Your task is to :

- find the questions that you cover as you progress through the course. For example, once you have covered part or all of the topic of “Eating and Drinking”, you should consult the Portfolio section on this topic;
- study the vocabulary and the grammar related to the topic in question before attempting to answer all the relevant questions;
- study the many answer options that have been given and select the ones that apply to your personal situation. From these options, construct your answers in a personalized manner. For example, when you describe yourself, simply select the features that correspond with what you look like. Of course, you are free to add more features or to change what needs to be changed;
- practise your writing but also your speaking : read the questions and the answer options out loud, draft your answer paragraph and learn how to say that paragraph;
- 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 ...
- add your own additional questions at the end of each section. We do not claim to have produced an exhaustive list of questions.

Portfolio example

When you are being asked : « *Can you describe your house/flat ?* » (Question 14), you must not simply say that your house is big or small or that your flat has five rooms. In order to fully exploit this question and show how much you have learned in French, you should differentiate between :

- whether your home is a house, an apartment, a chalet, 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
- how many rooms there are in your home
- which rooms there are in your home
- etc.

When describing your home, why not include a photo in your write-up, Powerpoint presentation or blog entry ? Be as creative and artistic as you can when working on your Portfolio – it is there for you to enjoy !

Possible formats of your Portfolio

Eventually your Portfolio will become a summary and a record of your language-learning experience. It is something you should celebrate and be proud of, so think of a way in which you can fully express yourself and revise best for your assessments.

Some options include :

- using an exercise book to prepare your answers in writing;
- working on a word-processed Portfolio;
- developing a blog;
- creating Powerpoint 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.

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.

Good luck !

Share the ways in which you use the MYP French Portfolio – as a classroom resource, an independent study resource, a differentiation resource or simply to learn a language you will use during your next holiday !

Join one of our online communities

for further support and resources :

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LinkedIn - <https://www.linkedin.com/groups/8447950>



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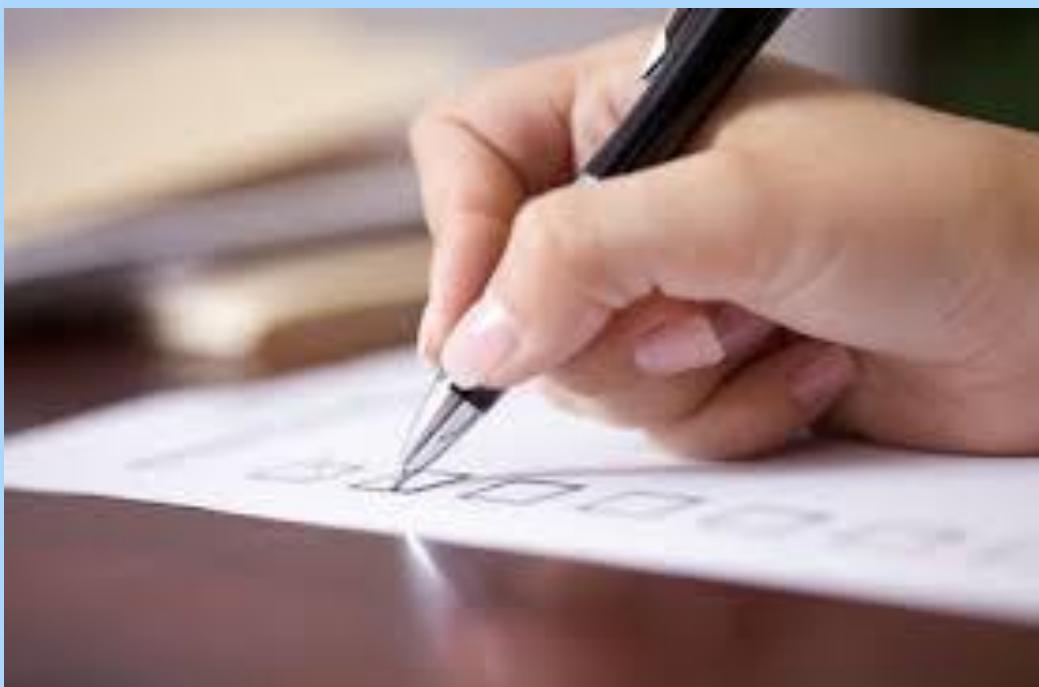
A. IDENTITÉS ET RELATIONS



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A.1. Caractéristiques personnelles



1. **Comment vas-tu ?**

Je vais bien, Ça va bien, Assez bien, Pas trop mal, Superbe,	merci,	et toi ? et vous ?
Comme ci comme ça,		
Ça ne va pas du tout. Ça va mal. Je ne me sens pas bien.		

2. Comment t'appelles-tu ?

Je m'appelle	Anna Christopher Daniela Ibrahim Suh Yoon
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3. Comment est-ce que tu écris ton nom ?

A-n-n-a
C-h-r-i-s-t-o-p-h-e-r
D-a-n-i-e-l-a
I-b-r-a-h-i-m
S-u-h Y-o-o-n

4. Quel est ton numéro de téléphone ?

Mon numéro de téléphone est	1234 5678 876 54 321
-----------------------------	-------------------------

5. Quelle est ton adresse de courriel ?

Mon adresse de courriel est	cdupont@yahoo.fr jsmith@gmail.com
Note :	« @ » se prononce « <i>arobase</i> » en français « . » se prononce « <i>point</i> » en français Donc on dit : « <i>cdupont arobase yahoo point fr</i> »

6. Quelle est ta nationalité ?

Je suis	chinois(e) anglais(e) australien(ne) américain(e) mexicain(e) japonais(e)
Je suis de nationalité	chinoise anglaise australienne américaine mexicaine japonaise

7. Où est-ce que tu habites ?

J'habite	à Paris, en France ici à Washington, près de New York très loin d'ici, en Inde à Jakarta, en Indonésie à Shanghai, une grande ville en Chine au Mexique, en Amérique du Nord pas très loin d'ici, à une dizaine de kilomètres de l'école
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8. Depuis quand est-ce que tu habites au/en/aux/à ... <pays, ville> ?

J'habite	à au en aux	<ville> <pays>	depuis	six mois deux ans 2010 ma naissance le début de l'année le mois de juillet janvier 2012
Ça fait	trois mois un an cinq ans	que ma famille et moi habitons	à au en aux	<ville> <pays>

B. ORIENTATION DANS L'ESPACE ET DANS LE TEMPS



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B.1. Habitudes quotidiennes



9. A quelle heure est-ce que tu ... ? (routine quotidienne)

Les jours scolaires Pendant la semaine Tous les samedis matin Le dimanche Pendant le weekend Pendant les vacances D'habitude En général	je 	me réveille me lève m'habille ...*	à six heures à sept heures et demie juste avant le petit déjeuner le plus tard possible vers midi après le déjeuner vers deux heures de l'après-midi en fin d'après-midi après le dîner assez tard dans la soirée juste avant de me coucher
	j'aime	me réveiller me lever m'habiller ...*	

*Réfère-toi au Student Workbook pour voir une liste détaillée des routines quotidiennes

10. Quelles corvées de ménage est-ce que tu fais chez toi ?

Chez moi Chaque matin Tous les jours Après le dîner Tous les samedis Quand j'ai le temps	je 	prépare le petit déjeuner fais la vaisselle vide la poubelle range mes affaires nettoie ma chambre
	j'aide à	faire les lits promener le chien laver la voiture balayer la cuisine

11. Combien de fois par semaine est-ce que tu prépares le dîner ?

Je prépare le dîner	une fois par semaine chaque soir quand je n'ai pas de devoirs les mardis, car mes parents travaillent jusqu'à tard les vendredis, avant mon programme favori les dimanches, pour que mes parents puissent se reposer un peu
Je ne prépare jamais le dîner,	mon père est un excellent chef ! nous avons une bonne à la maison ma famille et moi, nous mangeons au restaurant tous les soirs chaque soir j'achète un repas à emporter

C. EXPRESSION PERSONNELLE ET CULTURELLE



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E.3. Environnement



12. Qu'est-ce que tu aimes faire quand tu vas à la plage ?

Quand je vais à la plage	souvent d'habitude parfois	je j'	me repose et je lis un bon livre fais de longues promenades joue au football ou au badminton me fais bronzer prends des photos des gens ramasse les ordures dans la mer
Je vais à la plage au moins une fois par mois avec mon école. Nous passons toute la journée à nettoyer la plage et à ramasser les bouteilles et le sacs en plastic. Nous collectionnons les ordures qui se sont échouées sur la plage et nous les emballons dans de grandes boîtes. Après notre travail, la ville nous offre un déjeuner !			

13. Qu'est-ce que tu aimes faire quand tu vas à la montagne ?

Quand je vais à la montagne	je j'	aime adore	faire une randonnée avec mes ami(e)s découvrir de nouveaux sentiers faire de la pêche dans les ruisseaux faire du camping passer la nuit sous les étoiles
Quand je vais à la montagne avec mes ami(e)s nous aimons passer la plupart de la journée à nous promener sur les sentiers et à ramasser les feuilles de plantes et d'arbres différents. Quelques-un(e)s d'entre nous aimons aussi faire des photos du paysage et de l'environnement. Le long des sentiers nous ramassons les déchets que d'autres promeneurs ont oubliés.			

14. Qu'est-ce que tu fais pour protéger l'environnement ?

Pour protéger l'environnement je (j')	ramasse toujours les ordures suis devenu(e) membre du club écologique de mon école aide à sensibiliser mes copains et copines à l'environnement participe à des projets de sensibilisation en ville n'utilise jamais de sacs en plastic fais du recyclage de papier vais à l'école à vélo
---------------------------------------	---

E. ÉQUITÉ ET DÉVELOPPEMENT



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F.1. Problèmes sociaux



15. Quelles questions sociales existe-t-il dans ton quartier/ta ville/ton pays?

Dans	mon quartier ma ville mon pays	nous avons il y a	une population vieillissante du crime dans la rue trop de chômage une inégalité entre les sexes un manque d'écoles un manque d'opportunités de travail des tensions sociales entre les différents groupes ethniques beaucoup de sans-abri(s) des tensions raciales
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16. Que font les autorités afin de résoudre ces problèmes ?

Le gouvernement La municipalité Le conseil municipal	a construit a ouvert a l'intention de construire	des maisons de retraite plusieurs abris des cuisines publiques pour les sans-abri(s) quatre écoles dans le centre de la ville
Elles créent de nouvelles lois qui concernent	l'inégalité entre les hommes et les femmes l'intégration de citoyens de différents milieux culturels les tensions entre les différents groupes ethniques l'accès limité à une bonne éducation	
Les autorités ont installé des caméras dans les rues afin de mieux surveiller les bandes et la sécurité des citoyens / résidents		

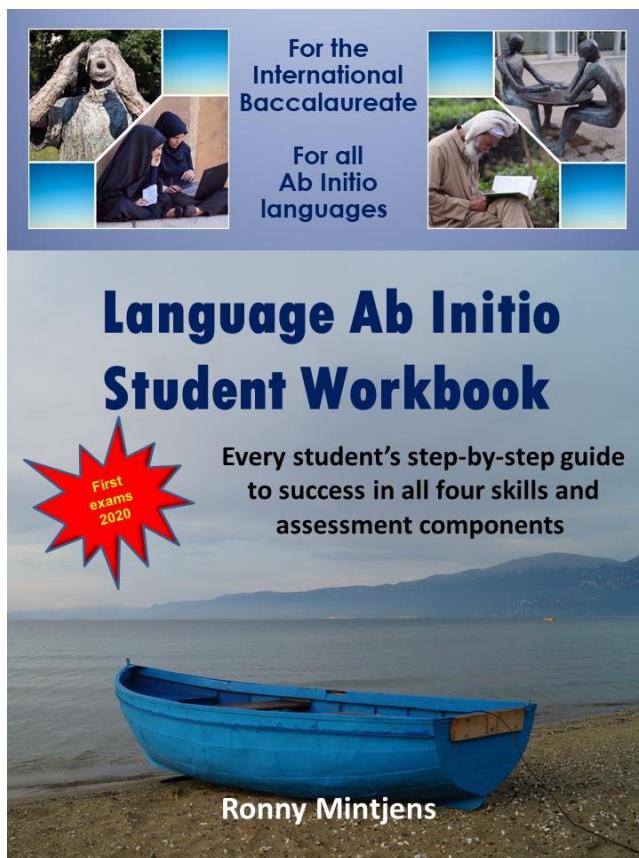
17. Qu'est-ce que tu fais afin de résoudre ces problèmes ?

Une fois par semaine Deux fois par semaine Tous les samedis Chaque vendredi Le lundi soir De temps en temps	je	visite une maison de retraite et je passe quelques heures avec les résidents travaille dans une cuisine publique distribue de la nourriture aux sans-abri(s) suis volontaire dans une organisation qui aide les nouveaux résidents à s'intégrer dans notre communauté
	j'	enseigne le (l') <langue> à des immigrants
Quand je visite une maison de retraite avec mes amis, nous		nous promenons avec les résidents racontons des histoires de notre jeunesse faisons de petits gâteaux nettoyons leurs chambres travaillons dans le jardin sortons au zoo ou au parc avec les résidents

The Language Ab Initio Student Workbook

The Language Ab Initio Student Workbook covers all the components of this language acquisition course and provides a step-by-step guide to the various assessments. Each component is broken down into its various parts and plenty of advice and practice are provided in order to ensure that the student is fully prepared when it matters most. This workbook focuses on reading, writing, listening and speaking and is supported by online resources on the author's website (www.mihunlimited.com).

The introduction of a personal Portfolio helps the student create an ongoing record of their learning and allows them to manipulate the language according to the assessment tasks, the formats and the criteria. By making language learning fun and personal, the Ab Initio student will find a great deal of motivation to create, share and reflect on content and culture in the target language.



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ISBN 978-988-78756-6-6

Also by Ronny Mintjens

The Language Ab Initio Student Workbook

See description on page 23

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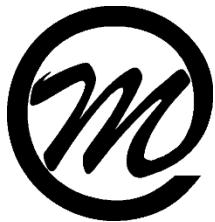
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