

RONNY MINTJENS

How to Ace

IB English B (DP1)

READING COMPREHENSION

Paper 2

FIRST EXAMS MAY 2020

*A Product of Mass
Instruction*

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How to ace IB English B (DP 1) (Reading Comprehension – Paper 2 – first exams 2020)

This Language B workbook is written for teachers and students in their first year of the IB DP English B course and is suitable for all intermediate learners of English. Its practical approach to teaching and learning is based on past IB English Ab Initio examination papers (the former Paper 1) from 2000 until 2019 and is arranged according to the five main themes and the twenty topics of the Language B course (for easy reference).

About the author

Ronny Mintjens is a practising IB Group 1 and Group 2 language teacher, examiner and workshop leader for the International Baccalaureate. He is the author and publisher of the "Language Ab Initio Student Workbook" – the source publication for this resource. 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 traveler, a published novelist and photographer, a former professional football coach, a serial writer and an avid reader.

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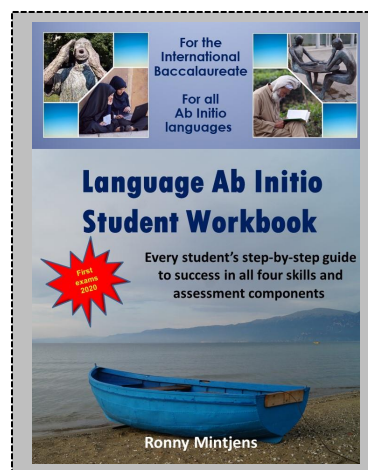
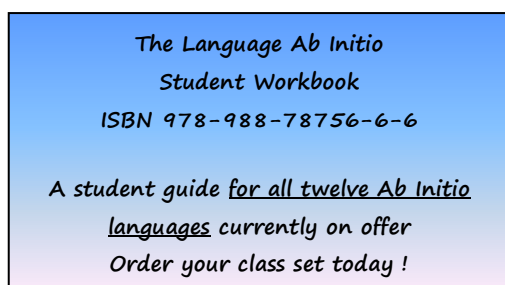
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This exam preparation workbook complements the **Language Ab Initio Student Workbook** (ISBN 978-988-78756-6-6)

For orders of the Student Workbook, contact mihabinitio@gmail.com

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How to Ace IB English B (DP 1) – Reading Comprehension (Paper 2)

Welcome to the How to Ace IB English B (DP 1) – Reading Comprehension (Paper 2) workbook. This resource will help you practice and revise fully throughout your first year in the English B HL/SL course.

Reading Comprehension (Paper 2) in the English B course

The Language B course is for students with an **intermediate** level of previous study in and/or exposure to the target language. The typical Language B student will have received target language instruction for at least two years, or may have lived in a target language culture for a number of years, or may have target language-speaking parents etc. This language acquisition course builds upon that foundation.

Educators realise however that every student's entry point into the Language B course is slightly different and that often students need that extra support to be able to tackle the challenges with confidence and with the required foundation.

This Reading Comprehension workbook is specifically aimed at supporting Language B students **in their first year in the DP course**. All the texts have been taken from examination papers in the Ab Initio (beginners') course. There is a clear understanding that the end point of the Ab Initio course coincides largely with the entry point of the Language B courses. We therefore believe that a resource made up of Ab Initio final assessments is the perfect tool to help Language B students ensure that they have the required starting level in vocabulary, grammar, syntax and cultural awareness. In addition, this workbook further develops the essential reading skills that form part of every language course's formative and summative assessment.

This workbook is the perfect companion for Language B students to practice their reading comprehension both in class (activities, assessments, term and end-of-year 1 exams) and in their independent study (homework, extra practice, pair work, assessment preparation).

The Language B course and the Language Ab Initio course share the same five main themes :

- ❖ Identities
- ❖ Experiences
- ❖ Human ingenuity
- ❖ Social organization
- ❖ Sharing the planet

In the Language Ab Initio course these five themes are each subdivided into four topics, which is not the case in the Language B course. The latter provides for a broader input from the teachers and the students and goes into more depth in each of these themes.

However, for easy reference to and retrieval of topic-specific reading comprehension exercises (and associated tasks and activities), this workbook follows the way in which the Language B course has been divided up into the five themes and the twenty topics :

Identities	Experiences	Human ingenuity	Social organization	Sharing the planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical geography
Eating and drinking	Holidays	Media	The workplace	Environment
Physical well-being	Festivals and celebrations	Technology	Social issues	Global issues

Through the revision of many years' worth of past IB reading comprehension papers the Language B students will revise and further familiarize themselves with the topic-specific vocabulary. They will be able to revise and practise the vocabulary and the grammatical concepts learned and to apply these in authentic reading comprehension exercises. In addition, they will be able to practise key structures, develop their oral skills and complete creative and personalized writing tasks.

Through regular practice the students will soon have a complete overview of the requirements, the key vocabulary, the grammar points and the creative writing opportunities that characterize this course. They will then be ready to move on to authentic Language B reading comprehension tasks and thus test their knowledge and understanding in the Individual Oral examination, the Paper 1 creative writing and the Paper 2 reading and listening comprehension exercises.

To the students : How to use this workbook ?

This workbook encourages you to review the relevant vocabulary and grammar through guided reading and to apply the vocabulary and the grammar points in IB-style speaking and writing tasks.

The workbook is structured on the five main themes of the Language Ab Initio course, and within each theme the texts and exercises are arranged by topic. Within each topic you will find the following sections :

Intro : Authentic Reading Comprehension text

This text has been taken from a past IB English Ab Initio Reading Comprehension exam paper (reference to the paper and to the sources has been made) and forms the basis for the exercises in this section. For some of the topics several past paper texts have been included for analysis. In this case, the texts are arranged in chronological order.

Part 1 : Key vocabulary

The key vocabulary has been listed so that you can study any new words prior to reading the source text. Make sure you practise the spelling as well as the pronunciation !

Part 2 : Sentence drills

For each text two sentence structures and/or grammar points have been highlighted. Study or revise them before applying them to the sample sentences provided.

Part 3 : Reading comprehension

Once the vocabulary and the grammar points have been studied, do an intensive and detailed reading of the source text. As you complete this reading, ask your teacher for a copy of the corresponding “Question and Answer” paper. You can complete this paper for practice, as homework or in class. Your teacher will also be able to provide you with the corresponding mark scheme so you can check your answers.

Part 4 : Oral practice

Once you have studied the vocabulary, the grammar and the content of this past paper, conduct a creative oral task according to set instructions. This will help you improve your pronunciation and oral fluency. Try to be personal and use as many key words and grammar points from the source text as possible. As a Language B student, challenge yourself to use complex vocabulary and grammar points, and try to construct verbal exchanges of considerable length.

Part 5 : Guided writing

This section builds on the previous one and helps you practise your writing skills. You will find authentic Composition instructions on the topic being studied. Practise these tasks in preparation for the more advanced assessments that will follow in your course and again, use key words and key grammar points from the source text. Each writing task comes with three possible text types – choose the most appropriate text type for the given task by applying what you have learned about Conceptual Understandings in language acquisition.

Complementary resources

It is important that you use this workbook in conjunction with the “**English B Portfolio**” for topic-based vocabulary and sample sentences that you can use in your creative speaking and writing;

Your task

In order to make full use of this resource, follow these steps :

- complete the study of a unit/topic in class;
- study the vocabulary and the grammar points related to the topic of study in this workbook;
- complete the Comprehension exercise(s). Your teacher will give you the “Question and Answer” booklet of the relevant examination session;
- use the “**English B Portfolio**” to start constructing your personal speaking and writing;
- complete the tasks in this workbook.

Note to teachers

When your class is about to start a particular topic of the Language B course and you would like your students to revise the related vocabulary and grammar as well as practise their comprehension skills on this topic, refer to the table of contents in this workbook where you will find the course themes and the corresponding page numbers.

A detailed table with all the course themes, course topics and corresponding Reading Comprehension Past Papers can be found on **page 226**.

What is the “How to Ace IB English B” workbook series ?

This workbook is organized according to the current Ab Initio syllabus and assessment specifications (first exams in May 2020). However, it contains past papers from 2011 onwards. The students will only notice the difference when they attempt to complete the official IB past paper exam for practice. The tasks set out in this workbook are the same for both sets of papers. This workbook is part of the “**Products of Mass Instruction**” series for English Ab Initio which also includes :

- **How to Ace English B – Reading Composition (DP1)**
- **How to Ace English B – Listening Comprehension (DP1)**
- **My English B Portfolio**

All these resources are available from Mintjens Press and can be viewed on :

<https://www.mihunlimited.com/ib-language.html>

Sample pages can be viewed on the same website.

*Please note that some of these resources are currently in preparation – consult our website regularly for updates.



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A. IDENTITIES



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A.1. Personal attributes



Text A.1.1. : May 2011 Text B

AESHIA'S EXCLUSIVE INTERVIEW WITH KARINA PASIAN !

Our Editor-in-Chief, Aeshia DeVore Branch, recently interviewed singer sensation, Karina Pasian. Karina was happy to chat about her debut album, First Love and the sacrifices she had to make to create it. Read this amazing interview ...

Aeshia: Thank you for joining us today Karina. I know you have a busy schedule.

Karina: Thank you for having me.

Aeshia: So you just celebrated your 17th birthday on Friday 18 July ?

Karina: Yes.

Aeshia: How did you celebrate your birthday ?

Karina: I had a party for my birthday. It was really fun because I wasn't expecting it. I also went to a water park with my friends and family on Saturday.

Aeshia: You are so talented and admired by so many girls and boys. What, do you think, makes them notice you ?

Karina: I suppose it's because I can do so many things. I play the piano. I've been playing it since I was three years old and I've been singing since I could talk. I sing in seven different languages. I'm fluent in Spanish and I understand Russian. I dance as well.

Aeshia: Tell us about your song, "16 At War". What was the inspiration behind it ?

Karina: "16 At War" is a song describing what I see going on around me. The song is about how people are too embarrassed to talk about things that are going on in their society. It talks about teenagers who are unhappy. I wanted to show them that somebody really cares. It's not even my personal experience. It's just really what I see going on.

Aeshia: Can you let our readers know about the sacrifices you've made to get to where you are today ?

Karina: Well, there are a lot of people who think that being famous means you get there quickly and easily and everything is glamour. The sacrifices that I have to make are, for example, missing school and having to travel a lot, being away from my family at home and not getting time to spend with friends. I have to be at home to practise or learn new songs and go to interviews. Those are sacrifices that I have to make.

Aeshia: Are there any closing words that you would like to say to our readers ?

Karina: I would like to say ... never give up on your dreams. You always have to believe in yourself and follow them. You have to always work for everything that you do because hard work and dedication can take you anywhere.

Aeshia: Thank you for your time and enjoy the rest of your day.

Adapted from <http://www.teendiariesonline.com/blog/?p=1471>

I. Key Vocabulary

Study these words and practice using them in speaking and writing exercises.

to chat	to notice	fluent	embarrassed	to care
the glamour	to miss school	to give up	to follow	anywhere

II. Sentence Drills

Create new sentences using the underlined words.

1. Thank you for joining us today.

to thank somebody for + present participle

Your turn :

- a. Dear Sir, (to send) ... me the brochure about your holiday resort.
- b. We would like to ... our teachers ... (to take) ... such good care of us during the school trip.

2. I've been playing the piano since I was three years old.

I have been + present participle

Your turn :

- a. My brother (to learn) ... Italian for four years now.
- b. Where is the bus ? We (to wait) ... for over half an hour and we'll be late for the movie.

III : Comprehension

Complete the Reading Comprehension paper of May 2011 (text B).

IV : Oral practice

Use the key vocabulary and grammatical structures that you have learned in this unit.

Imagine that you have done an interview with a famous singer. The next day, tell your friend what you have talked about, what you liked about the singer and what surprised you most about him/her.

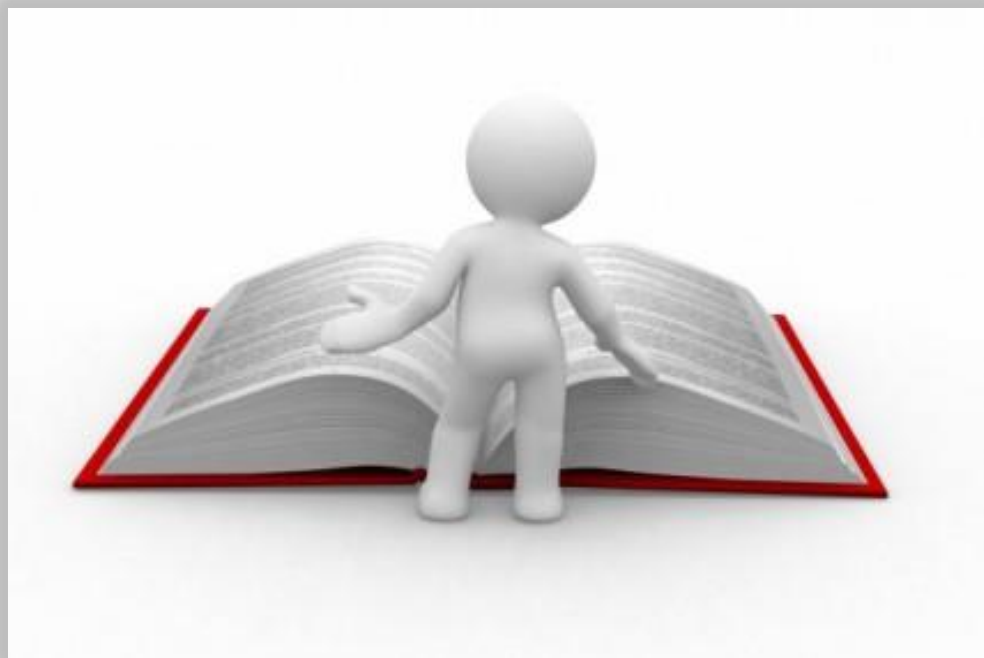
V : Guided writing

Use the key vocabulary and grammatical structures that you have learned in this unit.

Imagine that you have done an interview with a famous singer. The next day, write a text for the student magazine in which you describe what you have talked about, what you liked about the singer and what surprised you most about him/her.

article	blog	diary
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C.2. Entertainment



Text C.2.1. : November 2011 Text A

The most popular movies filmed in the United Kingdom

A. Nanny McPhee

Cedric Brown cannot look after his seven noisy children. Since his wife's death he has employed seventeen nannies who could not manage either. Then the very odd Nanny McPhee arrives and, with a little magic, changes the Brown children into a well-behaved family.

B. Kes

This impressive but very sad film centres on Billy Casper. Billy's teachers and classmates treat him badly. He is teased by his older brother and he is ignored by his mother. Then, all alone in the world, Billy finds a bird – a kestrel – which becomes his friend.

C. Skellig

This film, based on a much loved novel, tells the story of young Michael. His parents spend most of their time with his sick sister. Michael becomes a friend of a man called Skellig who lives at the end of his garden. But who, or what, is Skellig ?

D. The Railway Children

In 1904, an innocent man who has three children is sent to prison. His children have to leave London and move to the country where they are forced to live in poverty.

E. Sense and Sensibility

This film is a modern adaptation of Jane Austin's classic novel. It is the story of two sisters, Elinor and Marianne Dashwood. Their life becomes very difficult when their father dies and their half-brother gets most of the money from the inheritance.

F. Whistle down the Wind

A dramatic adventure begins when three children find a man hiding in a barn on their family's farm. They do not know that this stranger is running away from the police ...

Adapted from *First News World Explorer*, March 2010 © First News. Used with permission

I. Key Vocabulary

Study these words and practice using them in speaking and writing exercises.

noisy	well-behaved	to tease	to be based on	the railway
the poverty	the novel	the half-brother	the inheritance	the barn

II. Sentence Drills

Create new sentences using the underlined words.

1. Since his wife's death he has employed seventeen nannies.

since + noun

Your turn :

- ... the start of this academic year I haven't had the time to read a novel for leisure.
- ... the departure of my best friend to another country I haven't been able to make new friendships – I miss her so much.

2. They do not know that this stranger is running away from the policy.

to (not) know that ...

Your turn :

- My parents that there is a school party on Friday. I will tell them this evening !
- Our Maths teacher that we already have two tests next Monday, and now she gives us so much homework. Somebody needs to inform her !

III : Comprehension

Complete the Reading Comprehension paper of November 2011 (text A).

IV : Oral practice

With your partner discuss three or four movies that you have watched recently and that you liked. Talk about the content of the movies, discuss your favorite character from each movie, and tell your friend what you have learned from the experience.

V : Guided writing

You have recently watched three movies that have had an impact on you. Write a text in which you describe the content of each of the movies, why you liked or didn't like a particular character in each movie, and why you think watching movies is an important pastime.

blog	diary	invitation
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E. SHARING THE PLANET



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E.4. Global issues



Text E.4.1. : May 2015 Text C

An Interview with our Youth Representative, Laura John

This year's Australian Youth Representative to the United Nations is Laura John. The 24 year old lives in Melbourne where she studies law, as well as having an impressive list of leadership roles in the community. Laura was happy to chat with us about next year, her plans for the future and how she stays motivated.

UN Youth* (UNY) : [– X –]

Laura John (LJ): I've been lucky to work with several organizations at home and abroad. I started volunteering with the Oaktree Foundation, a youth-run organization committed to ending extreme poverty, when I finished high school.

UNY : [– 18 –]

LJ : I have wonderful support from my family, friends and colleagues. These people encourage and support me when things seem too difficult. My Sri Lankan heritage is also a reminder of how lucky I am to live and be educated in Australia. I've received many amazing opportunities that my family in Sri Lanka can only imagine. I have to represent all other young people. We all deserve the same opportunities to be the best we can be : our place of birth is not important.

UNY : [– 19 –]

LJ : I'm passionate about the rights of refugees. Australians are generous people; many have ancestors who came to this country and found a new home which accepted cultural diversity and encouraged tolerance. That's the kind of Australia we should try hard to be – a country where the values of compassion and generosity are important.

UNY : [– 20 –]

LJ : I want to convince young Australians that they have the ability to create change. I hope that young women and migrants in particular can look at me and see that none of us should be limited by our gender or the colour of our skin.

UNY : [– 21 –]

LJ : I have wanted to be a human rights lawyer since I was 12 years old and that remains my goal. Next year, I will start work as a lawyer and I hope to stay involved in human rights law. I will also work to encourage young people to achieve their dreams, even when I am not so young myself !

UN Youth Australia (unyouth.org.au). Used with permission.

*UN Youth: a national charity run by young people

I. Key Vocabulary

Study these words and practice using them in speaking and writing exercises.

the leadership	to chat	abroad	the foundation	the poverty
to seem	the reminder	to deserve	the refugee	the value

II. Sentence Drills

Create new sentences using the underlined words.

1. I've been lucky to work with several organizations at home and abroad.

to be lucky to + infinitive

Your turn :

- a. Sometimes we forget that we live in our beautiful city and country – there is so much to see and do here !
- b. My friend's neighbour was involved in a serious car accident. He ... very alive.

2. The Oaktree Foundation is an organization committed to ending extreme poverty.

to be committed to + present participle

Your turn :

- a. I really admire what this organization does – they ... truly (to improve) ... the living conditions of the less-privileged.
- b. Despite his leg injury, that marathon runner was (to finish) ... the race.

III : Comprehension

Complete the Reading Comprehension paper of May 2015 (text C).

IV : Oral practice

With your partner discuss your plans for the future and any involvement in charity organizations or projects that you may have. Discuss also the two global issues that you are most concerned about or interested in, and offer one or two solutions or positive strategies to address these issues.

V : Guided writing

Imagine that you have conducted the interview with Laura John. Write a text in which you describe what it was like to interview her, what you have learned from the experience, what struck you the most about her and in which way(s) you feel Laura John can inspire other youngsters into taking positive action in their community.

article	blog	email
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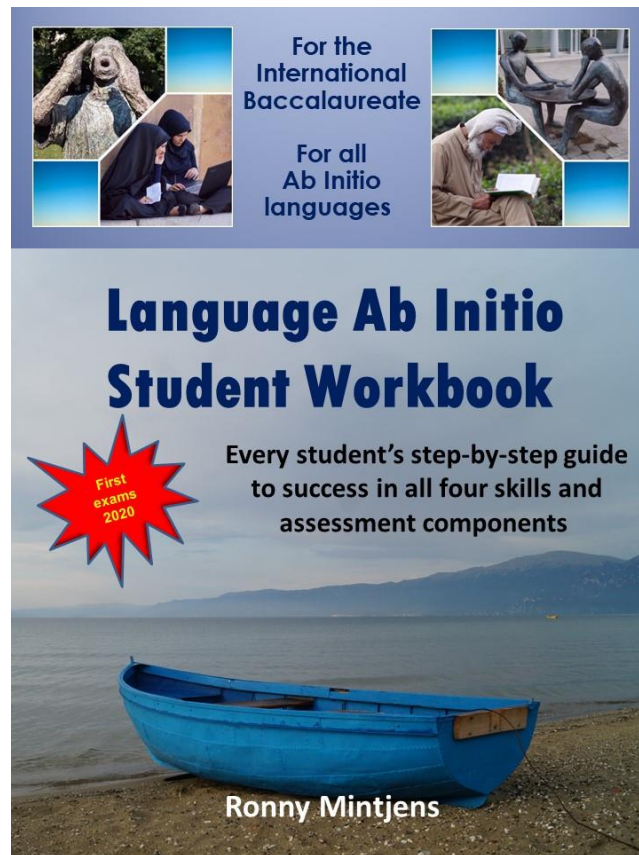
Overview of Past Papers by Theme and Topic

Identities	Experiences	Human ingenuity	Social organization	Sharing the planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
M11B N13C M16A N16B	N15D	M11D M13B M15A	M14D	N11C
Personal relationships	Leisure	Entertainment	Education	Physical geography
N11B N18C	M11C N12B N12D N13A M14A N14A N15C	N11A M12C N16A N17D	M12D N12A M13A N13B N14B M17A M17B N17B	N16D
Eating and drinking	Holidays	Media	The workplace	Environment
M18D	M12A	M15B M16D	M11A N18B	M13D N13D N14D N15B M17D M18C
Physical well-being	Festivals and celebrations	Technology	Social issues	Global issues
N11D M12B M15D M16B M18A	N12C M17C	N14C M18B	M13C M14C N15A N16C	M15C N17A

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.



For more information, visit www.mihunlimited.com
To place an order, please contact mihabinitio@gmail.com

ISBN 978-988-78756-6-6

Also by Ronny Mintjens

The Language Ab Initio Student Workbook

See description on page 227.

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

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

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

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